

METHOD

THE

NUMBER

# SCHOOL JOURNAL

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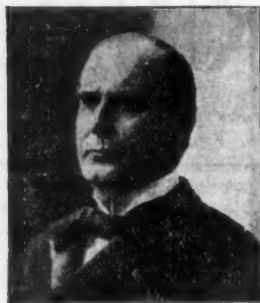
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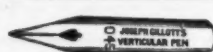
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A Weekly Journal of Education.

Vol. LIV.

For the Week Ending February 20.

No. 8

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The business department of THE JOURNAL is on another page.

All letters relating to contributions should be addressed plainly "Editors of SCHOOL JOURNAL." All letters about subscriptions should be addressed to E. L. KELLOGG & CO. Do not put editorial and business items on the same sheet.

## Col. Parker's Ideal School.

On Friday, Jan. 29, Col. Francis W. Parker spoke on "The Ideal School" before the Public Education Society of New York city.

He asked the question, "What do you want of your children?" and answered it in substance as follows:

1. Good health—physical vitality. Millions of children come into this world only to leave it after a few years of struggle because of parental ignorance of their physical needs; and millions remain with broken health, from the same cause, to be a burden to themselves and their friends through life. The intellect depends for its normal action upon normal physical health. We have called the children dull, but we are learning that dullness is more often of the senses than of the mind. The physical foundation of mind is not there—deafness, astigmatism, etc.

2. You want them to be helpful—not helpless. I'd like to write a book on the poor neglected children of the rich. Morality is the movement of the mind toward helping others. Ethics is the execution of that impulse.

3. You want them trustworthy. The sense of responsibility is the moving thing in all the development of the being.

4. You want them to have good taste. They must know how to make their homes beautiful—to select good pictures, etc. Their silent surroundings must cultivate them—not precept, but the influence of the still things about them.

5. You want them to have a vocation, to be influential in this world for good. There's a right vocation for every one—some one thing, perhaps, that he can do better than any one else. This makes the dignity of living.

The Colonel then proceeded to outline the school that is to afford this culture, admitting that the Cook Co. normal school, of which he is principal, is a rough attempt at the ideal given.

The child cannot be trained to citizenship except by being a citizen. The home cannot give this training, therefore no child can be truly educated at home. The private school cannot serve the best ends of education, either. No boy can be educated in a boys' school and no girl in a girls' school. If there is danger of evil, let it be looked out for. It is a question of social life. The difference in tastes, intellects, etc., is needed. In Germany the boys are all too coarse and the girls too sentimental. They must be educated together—but

give them enough to do. The blind and the deaf should be educated with the others. The other children will help them. There is an ideal democracy that cannot be realized in the world at large. The school should be this ideal democracy.

Why can it not become the training place of the embryo citizen? Why must it descend to smaller aims? Because the parents set up standards of progress and demand test measurements by these standards. It is the fault of the parents that the schools do not develop faster in the direction of their highest function.

But the children must have knowledge. What knowledge? How shall we select? The classicist can tell us exactly, line by line, what to teach the children. The scientist thinks we should teach them something else, but is not so definite. No text-book ten years old is worth anything. The three R's do not educate. One may read himself to ruin, write himself to perdition, cipher himself to Canada.

That knowledge which is to educate the child must first rouse in him a live and wholesome interest. The student used to be interested in avoiding punishment—later in winning some extraneous reward—the terrible marking system! He must be interested in the thing studied.

Education through knowledge getting can be employed to any end. It is the most potent means of cultivating loyalty to government, caste and class. A government can write or choose its own histories and make the fatherland seem greater and its rulers and institutions more worthy than they are: Franz Joseph said to his officers, "I want to train willing subjects—nothing more."

The child must learn by doing, "He that doeth righteousness is righteous." Pestalozzi said, "Education is the generation of power." Froebel said, "It is the harmonious growth of body, soul, and mind." Dewey says, "Education is not a preparation for life, it is life."

The ideal school is the ideal community. The thing to do is to help the community life of the child. The child is a citizen of the school. If he finds here the ideal democracy, he has nothing between himself and the full outblossoming of all his parts. At present, the obstructions are countless, in every grown community. The individual can be helped only by helping the state. There is a perfect reconciliation between individualism and nationalism.

How shall we apply the great aim of all mankind to the school? The child, in order to help humanity, must come into contact with humanity. In the kindergarten, conditions are ideal. The parents think there is nothing to learn there, and withhold their demands for measurement of progress. So the children get a chance to learn more than they ever will anywhere

else. The children must have a great deal given them to do. A great deal of playing and healthy exercise and a great deal of intellectual work.

What about knowledge? If the motive is citizenship that requires the broadest knowledge. It also determines when the knowledge should come. Nothing of history that does not go immediately into the student's life for better action is worth the getting. In the kindergarten and lower primary, the myth is demanded by the community relations of the children. When for our own part we concern ourselves about knowledge, we take that which is of immediate avail. If you study with an aim, you study with a will. Why shouldn't the children have the same chance. Those who built the schools upon knowledge getting took the knowledge that was farthest off.

What of the three R's? The realization of self is through expression. The difference between the knowledge school and the citizen school is that in the one the child reads for marks and in the other he reads to impress some image upon some one else.

What is discipline? It is the exercise of the whole being in moving toward its purpose. If the child does not discipline himself at school, he will never discipline himself anywhere else. The knowledge school inculcates that duty is obedience to unnatural law. It produces abject followers of bosses.

Except where we find the sympathetic teacher. She is so much better than her methods. The method is unnatural, but she is natural and she helps the children in spite of bad processes. They love her so much, they'd eat sawdust for her, or do any other unnatural thing.

Democracy is in its swaddling clothes. With the children trained in the effort toward truth—never mind about the future! Why can the mothers do so much? Why, because they have done so much harm in preventing progress.

## Co-Operation of School and Home.

By HENRY SABIN,

State Superintendent of Public Instruction, Iowa.

The ultimate source of power is the people who pay the taxes. It seems to me sometimes as if Gabriel's trumpet would meet with a signal failure should he attempt to arouse them from their slumbers to a realizing sense of what the welfare of their children demands. If there is any people on the globe which has occasion to inquire of the watchmen on the hilltops, "What of the night?" it is the American people. If there is a government which more than any other ought to concern itself for the education of the young, it is the American republic. If there is any nation on this footstool which, as a means of self-preservation, ought to provide for the complete, all-round education of every child within its borders, it is the American nation. A teacher who has long been one of our leaders, wrote me the other day: "In view of the fact that in 1895 there were 10,500 homicides in the United States may we not well ask ourselves the question, are the public schools doing the work they ought to do?"

This is one of the questions which ought to be laid open before the people: What is the result of employing an incompetent teacher? It is more than a waste of money—it is robbing the child of his youth. It is despoiling him of those advantages which alone can fit

him for his life work. Carelessness in all his habits, want of thrift, want of energy, want of any high ideal or noble purpose, more even than want of knowledge, fits the person to drift over quicksands and shoals until he wrecks his life and lands in the poorhouse or jail. More than this, add the teacher who has no high moral standard of his own towards which he endeavors to lift the school under his care, and God's pity be upon the children. These are the things which we ought to say continually, persistently and with godly earnestness to the people of this state. We are told that the teacher makes the school. In a broader sense the people make the teacher. A teacher writes me of the necessity of heart to heart talks between teacher and pupils. I grant it all. A teacher whose heart never goes out in sympathy to the hearts of her pupils is shorn of one of the greatest sources of power. But why stop with the pupils? A member of a legislative committee once said to me: "You look at this only from the teacher's standpoint." I replied: "I look at it from the standpoint of the children in our schools." Heart to heart talks with parents, not from your standpoint, but from the standpoint of the child, would create a revolution in almost any district in the state. The heart of the teacher should go out to everyone interested in his school, as the heart of a lover goes out to the heart of his beloved.

We must enlist the press, the platform, and the pulpit. Every platform should speak; every press should warn; every pulpit should remonstrate in the name of God and humanity against the prevailing indifference of parents to the welfare of their children. For I am forced to say to all who hear me that, although we put in every schoolhouse a teacher of spotless character, of the highest attainments, as long as parents allow their children to run the streets at night, to associate with the low, the lewd, and the vicious; as long as they encourage insubordination and disregard of law; as long as the cigarette and dime novel flourish in our midst, the grave of the drunkard will not be unfilled, the jails and the prisons will not lack for inmates, and the den of the harlot will not lack recruits.

Here is a truth not appreciated. Unless the teacher, through his teaching, can enter into the inner life of the child, and through that into the life of the entire community, his work is not half done. We as teachers do not sufficiently respect ourselves as teachers, nor do we magnify our work as we ought. The political candidate has learned the secret of going where the people are. The schoolmaster can take a lesson from the politician. From this time on every educational gathering in the state should have on its program some exercises calculated to interest and instruct the public. Teachers should leave no stone unturned to induce the attendance of parents. Mothers should be encouraged to visit the schools, to inspect all the surroundings, to study the moral atmosphere which pervades them, and then, in their gatherings, talk of what they know is, and what they feel ought to be the condition of the schools.

The day for plain talking is at hand. The exigencies of the times demand it. All over the state are school grounds, bare, dreary, and desolate, without a tree to shelter the children from the winter's blast or the summer's sun. School-houses ill-ventilated, unattractive and repulsive. Outhouses with doors off the hinges, clapboards off the sides, defiled and defaced, a disgrace to a civilized community; teachers working for a mere pittance, with no adequate conception of the true nature of their work, charged with training the future citizens of the republic. O, women of the state, O, mothers of a coming race, remember that

"The child's sob in the silence curses deeper  
Than the strong man in his wrath."

Would you work for God, would you work for Christ, would you work for your country, would you work for humanity? God in His wonderful providence has brought His work and laid it down at your very doors; it is in your home; it is in your family; it is in the school which your child attends.



## Nature Study.

### A Course of Study.

#### Suggestions.

1. The lessons on nature will begin with conversations on pets, domestic animals, birds about the school, common insects, snails, and other live animals according to locality; to distinguish and name new animals.
2. Interesting facts concerning animals will be given, as shown in their homes, covering, and habits; *e. g.*, the birds, beaver, etc.
3. Nos. 1 and 2 will be oral; the names of animals will be given; they will give sentences using the names; the names will be written on the blackboard; they will copy and use in sentences containing action and quality words.
4. Simple sketches will be used to illustrate habits; stories will be told to inculcate kindness; games employed to illustrate habits; songs to create interest, *e. g.*, the chickadee.
5. Lessons on plants will begin the first day and be continued through the course; conversational lessons (see 1) on plants in the school room, about the school-house, home, and fields; to notice how and where they grow; to point out and name parts; to find single qualities, habits, and uses (follow 2). Following plan in 3 the first lessons will be oral on parts; then a simple oral lesson of how the plant grows; names placed on the blackboard; these copied and put into statements and written sentences.
6. They will learn to write about plants; employ games to illustrate habits and qualities; have songs to create interest, *e. g.*, The Violet.
7. Teach to model fruits and nuts in clay, as apple, cherry, acorn. (See Kellogg's Clay Modeling.)
8. Teach to recognize such minerals as quartz, mica, marble, iron, lead, tin.
9. Learn to find single qualities of coal, mica, quartz, chalk, using such words as hard, soft, rough, smooth, sharp, faces, points, grains, leaves, shining, bend, break; the minerals will be used for object lessons; the information being the secondary aim.
10. They will collect leaves, insects, minerals, animal products, as fur, teeth, etc.; bring in a pet cat, dog, or bird to be used in lessons.

#### SECOND YEAR.

11. Nos. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 will be continued, and expanded to suit advancing mental development; there will be special pains to have observations described; to tell what they have seen in birds, insects, animals, plants.
  12. They will keep written records of things seen, *e. g.*, watch the birds as they come in the spring, recognize them and write a list of their names with single characteristics; note appearance of buds, leaves, and flowers, with date.
  13. They will sketch leaves, plants, sections of fruit, buds on stems, model fruits and half fruits. (See 7.)
  14. Continuing 8, they will find two or more properties, *e. g.*, of what the mineral is made, kind of faces and edges; use words brittle and tough; simple uses. They will learn to recognize some rocks, as granite, sandstone, and slate; distinguish gravel, sand, and clay.
- The making of collections will be continued (see 10); leaves pressed and mounted; minerals and dry fruits put in boxes with labels. In all cases where an object is studied it should be in the hands of the pupil.
15. Short appropriate memory gems will be learned; appropriate selections from supplementary readers or children's papers pertaining to birds, plants, and animals may be read; songs learned (see 4).

#### THIRD YEAR.

16. The parts of a bird in order will be observed. Kinds of feathers, legs, and toes, bill, eyes, and ears, nests, and care of young.
17. The parts of insects and their use by the insect will be observed; collect larvæ in the fall, watch the formation of the cocoon and its bursting; other animals according to opportunity, toads, frogs, etc.
18. The parts of plants will be observed; the form, surface, and veining of leaves; form, position, and covering of stems; the kind of roots; parts of flowers; kinds of fruits; growth of seeds.
19. Add to 14 a study of pebbles, sand, and clay; the rocks

formed from each, pudding stone, sand stone, slate. (Have specimens.)

20. Observe arrangement of different kinds of soil, as seen in banks, ditches, and excavations.

21. Observe sunlight, heat, darkness, cold, day and night; the air and its movements.

22. Forms of water in the air, mist, rain; notice changes in weather; the seasons; life in winter; the changes in fall and spring. Continue 15; plan appropriate reading to accompany the subject discussed. Continue 14; encourage mounting and sketching of all parts possible.

#### FOURTH YEAR.

23. The comparison and grouping of common backboned animals will be begun; teeth, claws; getting and eating food and other habits. It will be sufficient to discuss three groups. (1) The grass eaters: teeth, hoofs, etc. (2) The gnawers: teeth, claws, etc. (3) The flyers and swimmers; discuss interesting habits, with pictures and stories.

24. Along with 23 will come pictures and stories of similar animals of other countries.

25. Discuss plants as to the useful roots (potatoes, etc.).

26. The useful stems (hay, timber, etc.).

27. The useful flowers (bonset, poppy, etc.), use also to insects.

28. The useful fruits (apples, oranges, nuts, grains, etc.).

29. Plant seeds in boxes and show the mode of growth. Make collection of seeds.

30. Continue 19 by discussing crystals and building stones—granite and marble.

31. Discuss kinds and formation of soil; see 20; discuss brick making; make collection of soils. Make and label a collection of the building stones used in the town.

32. Observe effects of heat, cold, wind, and moisture; keep a simple weather record; temperature; winds; moisture. See 22 and plan for suitable nature reading to supplement observations; have clippings brought in and paste in a scrap-book. Have stories concerning animals, etc., reproduced.

#### FIFTH YEAR.

33. Discuss typical birds here and abroad, as to bills, legs, toes, claws; special habits; compare coverings, movements, ways of getting food, eating, special senses.

34. Discuss typical frogs and fishes and turtles; see 33 for points.

35. Discuss typical trees, shade, fruit, evergreen, etc.; trees and plants of the different zones.

36. Discuss typical wild plants, as buttercups, clover, violets, etc.

37. Discuss typical minerals, as quartz, feldspar, mica, calcite, with qualities that make them useful in rocks; simple facts of geographical distribution; pictures of mines, etc.

38. Discuss forms of water (see 22).

39. Discuss evaporation, condensation, freezing, and the effects of each.

40. Continue 32; each pupil to keep a record of the weather; a record also to be placed daily on the board.

41. They will practice in giving good oral and written descriptions of things seen and thoughts derived; in writing follow headings. Also give sketches of bills and toes of birds, and of trees, fruits, to accompany the writing.

42. They will collect minerals, woods, and plants. See 14.

#### SIXTH YEAR.

43. A more careful study of insects will be made; adaptation of covering, wings, and legs.

44. Some study of the development of insects; earthworms and their work in the soil.

45. A study of deciduous and evergreen trees; geographical distribution of useful trees; also of plants and flowers.

46. A study of the useful products of the plant kingdom, as cotton, flax, hemp, paper, wood, etc.

47. A study of metals; properties, and uses; geographical distribution; some experiments of heat and acids on metals.

48. A study of mining and manufacturing; products exhibited, as copper, tin, etc.; as cloth, yarn, thread, etc.

49. The use of the thermometer. See 32.

50. Observe the sun; its daily path; night and day; yearly path; the seasons. Observe the moon; its varying form and position; locate the star groups of the zodiac.

51. Study a few star groups outside of zodiac and tell myths.

52. Sketch objects studied; insects, flowers, trees, star groups, and use with written work, the written work to be according to a proper plan.

53. Have reading on subjects studied, insects, foreign trees, mines. Collect and exhibit pictures.

#### SEVENTH YEAR.

54. Study typical animal life of the sea, as lobster, crab, oyster, clam, and snail shell, coral and sponge; adaptation of parts. Study parts as illustrating a type of an animal.

## Program for a School Having but One Teacher.

[From "Course of Study and Teachers' Manual," Revised under the supervision of Dr. Charles R. Skinner, State Supt. Public Instruction, New York—1896.]

TIME	FIRST YEAR	THIRD YEAR	SIXTH YEAR	EIGHTH YEAR
9.00- 9.10	<b>Opening Exer.</b>	<b>Opening Exer.</b>	<b>Opening Exer.</b>	<b>Opening Exer.</b>
9.10- 9.30	<b>Reading</b>	Reading	Reading	Reading
9.30- 9.50	Copying	Reading	Reading	<b>Reading</b>
9.50-10.10	Employment	<b>Reading</b>	Arithmetic	Arithmetic
10.10-10.25	Dismissed	Arithmetic	<b>Reading</b>	Arithmetic
10.25-10.35	<i>Recess</i>	<i>Recess</i>	<i>Recess</i>	<i>Recess</i>
10.35-10.45	<b>Number</b>	Arithmetic	Arithmetic	Arithmetic
10.45-11.05	Drawing	Arithmetic	Arithmetic	<b>Arithmetic</b>
11.05-11.25	Employment	<b>Arithmetic</b>	Arithmetic	History
11.25-11.45	Dismissed	Read. and Spell.	<b>Arithmetic</b>	History
11.45-12.00	.....	Language	Geography	<b>History</b>
12.00- 1.00	<i>Noon</i>	<i>Noon</i>	<i>Noon</i>	<i>Noon</i>
1.00- 1.05	<b>Sing. or Oth. Ex.</b>	<b>Sing. or Oth. Ex.</b>	<b>Sing. or Oth. Ex.</b>	<b>Sing. or Oth. Ex.</b>
1.05- 1.20	<b>Reading</b>	Read. and Spell.	Geography	Grammar
1.20- 1.30	Copying	<b>Read. &amp; Spell.</b>	Geography	Grammar
1.30- 1.45	<b>Drawing*</b>	<b>Drawing*</b>	<b>Drawing*</b>	<b>Drawing*</b>
1.45- 2.00	<b>Physiology*</b>	<b>Physiology*</b>	<b>Geography</b>	Grammar
2.00- 2.20	Dismissed	Miscellaneous	Phys. and Lang.	<b>Grammar</b>
2.20- 2.35	.....	<b>Writing</b>	<b>Writing</b>	Physiology
2.35- 2.45	<i>Recess</i>	<i>Recess</i>	<i>Recess</i>	<i>Recess</i>
2.45- 2.55	<b>Gen'l Lessons</b>	<b>Gen'l Lessons</b>	<b>Gen'l Lessons</b>	<b>Gen'l Lessons</b>
2.55- 3.00	<b>Miscellaneous</b>	Geography	Phys. or Lang.	Civil Gov.
3.00- 3.15	Tracing	Geography	<b>Phys. or Lang.*</b>	<b>Phys. or Civil Gov.*</b>
3.15- 3.30	Dismissed	<b>Geography</b>	Spelling	Civil Gov.
3.30- 3.45	.....	Dismissed	Spelling	<b>Civil Gov.</b>
3.45- 4.00	.....	.....	<b>Spelling</b>	Special Work

55. Study their use and geographical distribution.  
 56. Study the grasses and grains; their likeness and usefulness.  
 57. Show the production of starch by using corn or potato; show how it is the main element in the main foods of the world. Also its domestic use.  
 58. Study lower and higher plants (mosses and roses for example), so as to illustrate the idea of the plant.  
 59. Study ores of metals; effects of heat on them; their uses in the arts.  
 60. Study the coal, iron, and lime rocks; their formation; point out usefulness.  
 61. Point out their geographical distribution; make maps and color them to indicate the existence of each.  
 62. Have oral and written descriptions (see 52) and teach the use of books of reference in making these.  
 63. Make collection of objects studied (see 42); increase efforts to have drawings made, sketch shells, and other animal forms, sprays, leaves, fruits, insects.

## EIGHTH YEAR.

64. Make a study of animal structure; show the prominent marks of mammals, birds, reptiles, fishes, and insects.  
 65. Collect animal products e. g., wool, leather, fur, feathers, ivory, wax, glue, etc.; refer to usefulness to manufacturers.  
 66. Study plants by families. (See "How to Study Botany," E. L. Kellogg & Co.) Point out essential parts, processes of growth; make drawings of whole plants.  
 67. Study groups of minerals and rocks.  
 68. Consider the physical forces; take up cohesion, adhesion; properties of matter; states of matter.  
 69. Consider gravity and its application in weight, support of bodies, etc.  
 70. Consider the air, pumps, barometer, etc.  
 71. Consider heat, combustion steam engine, etc.  
 72. Consider chemical forces, acids on minerals; chemistry of cleansing of foods, of breathing of pure and impure air.  
 73. Consider simple facts of magnetism, electricity, light, and sound.

## Winter Nature Study.

By FRANK OWEN PAYNE.

## ROCK SALT.

A very good mineral for winter nature study is rock salt. There are few minerals so easily obtained as rock salt. Its use in feeding stock makes it easily procured in the country as well as in the city, where it may be had from the grocer for one cent per pound.

Other reasons for using this mineral are its wide range. It is found everywhere; its use as a food for man and beast; its peculiar and interesting crystals; and the experiments which may be made with it. The teacher should supply herself with plenty of salt. All the varieties obtainable should be on hand. Some of these kinds are table salt, barrel salt, which is coarse, and some large fragments of the massive crystalline kind.

Some of this last kind is gray, and some is beautifully colored with iron oxide. Occasionally it may be found in large transparent plates, very clear and beautiful.

The most interesting form in which rock salt appears is the curious "hopper-shaped" crystals as they are called.

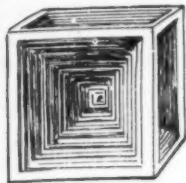
These "hoppers" are formed of tiny cubes. These cubes form, as a saturated solution evaporates, and about each tiny cube other cubes arrange themselves so as to form a tiny hollow pyramid, which floats point downward on the surface. Other tiny cubical crystals form around this and thus the hopper is built up. These hoppers are always more or less abundant in coarse barrel salt, and they may be studied from this variety.

In presenting this mineral to a class, a good plan is to supply each child with a fragment of the coarse, massive variety.



Do not tell the children what it is. Elicit a description of the various qualities of this "stone," its shape, color, and taste. This will reveal the identity of the mineral in question. Test its hardness by scratching other substances with it.

The scale of hardness among minerals is introduced here for reference. It is as follows:



ROCK SALT.

1. Talc.
2. Gypsum.
3. Calcite.
4. Fluorite.
5. Apatite.
6. Orthoclase.
7. Quartz.
8. Topaz.
9. Corundum.
10. Diamond.

In hardness rock salt ranks 2.5, being half way between gypsum and calcite. This means that salt will scratch gypsum but calcite will scratch salt.

If your specimens of salt are perfectly pure it will be colorless and of a glassy (vitreous) luster.

The common kinds are white, gray, yellow, and red. Dana mentions salt having a deep blue color. Having studied the massive variety as fully as may be, present the other kinds of salt crystals for observation and comparison.

Request the pupils to sketch upon paper and the blackboard this peculiar hopper form crystal. Here, again, in the preceding lesson upon iron pyrites, the form of crystal may be made of paper, but is rather too difficult to construct by the average pupil.

Some of the coarsest salt should now be dissolved in pure water until a very strong brine is formed. This should be allowed to stand and evaporate. The same crystals will be found forming. The crystals may then be picked out of the solution (mother liquor) and rinsed with a little water. They will be found to be purer than the crude piece which has dissolved to make the solution. This illustrates a great law of crystalline solids, *i. e.*, they may be purified by crystallization. This principle will explain why ice is purer than the water from which it is formed. Other illustrations will occur to almost any thinking teacher.

Another experiment will illustrate another phenomenon. Take some of the brine and boil it down rapidly. The salt will crystallize in very fine white powder, which, under the glass, shows that each grain of the powder is a tiny cube. This illustrates the fact that rapid evaporation does not give the molecules time to form in large crystals, and so the cubes are much smaller.

Common table salt is made in this way, not by pulverizing large crystals, as is usually supposed. Table salt is not really white. The whiteness is due to the light being reflected from so many tiny transparent faces. Salt looks white just as snow does. Snow crystals are tiny transparent stars, but owing to reflected light they appear to be white.

Salt beds exist in many parts of the world. It is mined in Austria and in other places. In other localities it is obtained from springs and wells. The salt wells of New York, Ohio, and Michigan are famous.

Sea water contains much salt. Much salt of commerce is obtained from the sea. The salt lakes of the world furnish a great deal of salt. Of these the Dead and the Caspian seas and the Great Salt Lake are among the most celebrated.

#### TOPICS FOR RESEARCH.

1. An account of salt mining in Australia.
2. Description of the salt wells at Syracuse, N. Y., and Saginaw, Mich.
3. Uses of salt.
4. Where do wild animals get the salt they need?

It is a good idea to select several common substances which can be made to crystallize, and study them in a manner similar to that outlined in the foregoing lesson.

Some substances of this kind, easily procured and very interesting to study, are copper sulphate (blue vitriol), iron sulphate (green vitriol, copperas.)

Salt ammoniac.

Sugar of lead.

Common sugar (rock candy).

Sulphur (dissolved in carbon bi-sulphide).

## Notes of Lessons on Cotton.

By MARY E. JOHNSON.

(For illustration, see Supplementary Chart.)

### LESSON I.

In this warm climate what material is worn the most?

"White." "Calico." "Muslin." "Gingham." "Lawn."

Yes, but of what are they made?

"Cotton."

Name other goods, not already mentioned, that are made of cotton.

"Mull." "Lace." "Sheeting." "Mattresses." "Pillows."

"Quilts." "Jeans." "Gloves." "Hosiery." "Mosquito bars."

Yes, all of these goods are made of cotton, and we find cotton a most useful plant. We intend to study it this week. What else does it yield beside material for textile fabrics?

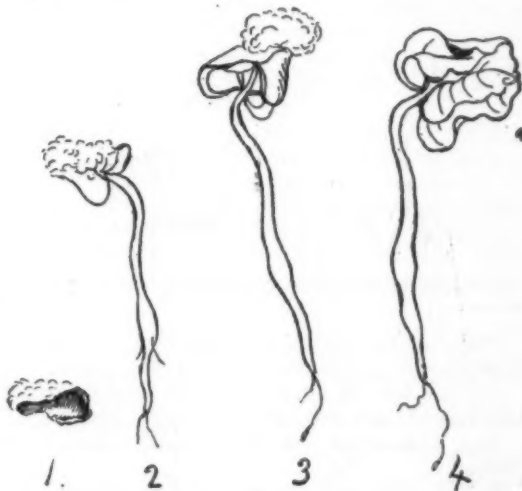
"Oil, made from the seed."

What does the seed give us besides oil?

It is feed for cattle after the oil has been pressed out in the oil mill."

Yes. Cattle are very fond of cotton seed for the oily substance which is left in the seed. Cotton seeds taste like butternuts. The seed is also ground into meal and used for a fertilizer.

One pupil has brought us twenty-five cotton plants and we shall have material for several lessons, if we place the plants in water



and allow the buds to open into flowers to-morrow and next day.

We intend to discover all we can about the cotton plant; the form of the different parts and their names.

There are many varieties of cotton, which are referred to two principal classes, the short staple, also called "Upland cotton," grown in the Gulf states, and further north, which is three to five feet high, and the long staple or Sea Island cotton that grows along the coast of South Carolina, Georgia, and Florida. The most favorable place for this cotton is at Edisto Island near Charleston. The cotton grown there is the best in the world; its staple or filament the fiber, is long, silky, and delicate.

It is valuable for threads, and is used extensively by silk manufacturers.

Before the cotton gin was invented, the seeds were picked from the cotton by hand, a slow and expensive method, for a person could pick but one pound of cotton in a day, and in these early days the long staple cotton sold as high as \$1.00 per lb.

Who has seen a cotton gin?

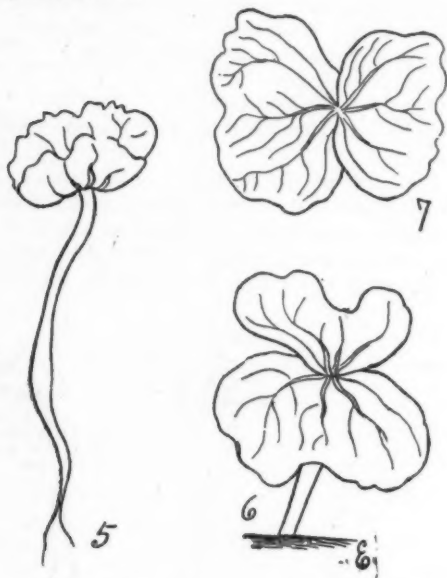
It was invented by Whitney in 1793. It picks out the seeds by having thin, toothed wheels claw the cotton through iron wires, placed in a row so close together that no seeds can go through, and they drop down outside.

The invention of the cotton gin gave a new incentive to raising cotton, and many more acres were planted, and for some years Texas raised a great deal and the acreage throughout the South increased in all the cotton growing states, till the immense quan-

tity in the market brought prices so low that in some sections of the country cotton did not pay the expense of making, when it sold for five cents per lb.

New Orleans is the greatest cotton market of the South. It is the greatest shipping place, and piles of bales are heaped along the levees all the year, and steamboats are loaded there and pass down river to the Gulf and on to northern and to European markets.

The cotton merchants who buy and sell, make the most money, for after all the "scalping" is done, by the different ones who handle cotton, there is little profit left for the planter, who has many risks and difficulties in growing cotton, for if the season be too wet, the plants run to leaves and produce little cotton, the planters tell me; and if the season be too dry, the plants are small and do not make much cotton; and if great crops are raised, prices are low.



For further illustration, see Supplementary Chart sent out with this number.

When the plants are "topped" (the tops cut off) the growth is thrown into the pod and the cotton is more abundant.

We often find vast numbers of ants in cotton fields, and it has been supposed they were some of the cotton pests.

What do you think ants do in the cotton fields? "Eat the cotton."

No. We were told that ants are most desirable among the cotton plants, for they devour the worms that eat the cotton. Birds also eat the cotton worms; and on some plantations the planters allow the hens to live in the cotton fields to eat the worms. When is cotton planted? "In March and April."

In the Gulf states cotton is planted every year because frost kills it in winter, but in the West Indies it lasts two or three years, and in Egypt and India it lasts from five to ten years without re-planting.

The rows in the cotton fields are four or five feet apart, but the seeds are planted very close together in the rows.

Are the large plants close together?

"No; because when the plants are small, we hoe out all the weak ones and leave only the plants that can make a "stand," as they call those, strong enough to stand up firmly. The cotton is ripe, and we pick it in September and October and way up to Christmas, till the frost comes."

The beautiful cotton plant in bloom resembles the yellow hollyhock, but the flowers are longer than those of the latter plant and fade to a pink or purple color the second day, and the involucrel is much larger, and in three parts which are deeply toothed and spreading and have dashes of red color, making them exceedingly beautiful. The hollyhock and the cotton plant resemble each other in leaves, flowers, stems, and in having involucrels, and they belong to the same family, the mallow family.

Tell me something about the hollyhock that differs from the cotton plant. "The stem is larger."

Yes, the stem is larger and not so woody as that of the cotton plant, but the greatest difference, that which gives value to the cotton plant, is the seed. The seeds of cotton bear a woolly fiber in great abundance, which makes the cotton plant one of the most useful plants in the whole world.

Who can tell me the use of this substance which is called cotton? It is to make into cloth and thread."

That is the use we make of it; but of what use is it to the cotton plant?

The cotton was made to fly away with the seeds, to plant them in new places.

We will now look at the entire plant.

Have pupils observe its long tap root; the graceful, erect stem, like the hollyhock, with alternate leaves, fresh flowers, young buds, green bolls; bolls partly opened, and bolls with ripe, fluffy cotton ready to fly away with the wind.

## LESSON II.

We have considered the usefulness of the cotton plant and will next study and draw its parts.

We planted cotton seed a short time ago and have many cotton plantlets in these boxes which we will first examine, then draw.

It is well to go to the root of things and see the beginnings, so far as they are visible; therefore, we will first look at a seed and draw it, then find the youngest plantlet and draw that, next the other plantlets with the first leaves, and place them in a row across the upper part of our paper. We will draw them on the board larger in size, to be readily seen while examining them.

1, is a seed with cotton attached

2, shows the tap root, having two side or lateral roots; the eaves together in one bundle and the seed adhering.

3, indicates the leaves further developed, the seed not yet thrown off.

4, shows the leaves and root larger, the leaves trying to separate and the seed fallen off.

In 5, the leaves are partly opened.

6, a top view of the leaves wide apart, and opposite.

7, is the plan of leaves older than those represented by 6.

Examine these two leaves. Are they like the large leaves in the form? "No. They are not lobed and pointed."

Are they placed the same on the stem? "No. They are opposite, while the other leaves are alternate."

What name is given such first leaves? "Cotyledons, or seed leaves."

They are the leaves that were in the seed, the leaves of the tiny plant which indicates that cotton belongs to the highest series or grade of plants, the flowering or phænogamous plants, those having real flowers, producing seeds which contain plants ready formed.

Next, we will draw a fully opened flower placed like 8, to show the inside and a part of the involucrel which is deeply toothed and has pink and red colors among the greens. Note the graceful way the parts turn in many directions, and the delicate lemon yellow of the petals, which will change to pink and purple by tomorrow, like those of yesterday.

Sketch, in strong, bold lines, the appearance, showing the stamens and pistil.

Now find a flower with a leaf near it, and place the flower to hide the stamens, but show one part of the involucrel, like 9, on the board. This stem has a mature leaf, showing lobes, ribs, and veins.

Next, take a flower and tear off the petals and a part of the calyx to present a view of the ovary or seed vessel, and the three parts of the involucrel, as at 10.

Measure the width across the involucrel at the widest part. How wide is it? "Between 4 and 5 inches."

Now measure an open flower. "It is 3 inches wide."

And the mature leaf? "About 3½ inches wide, and 4 inches from stem to apex."

Take a flower, tear off half of the petals. What do you see? "The stamens fastened to the pistil all the way down."

Take your knife and remove one-half of the stamens; are they fastened to the pistil? "No. They are fastened to a thin skin, covering the pistil."



Stamens like these are called monadelphous, *i. e.*, in one brotherhood. These are joined in one piece by their filaments. You may draw a front view of the cut flower, showing the pistil, calyx, part of the stamens and petals, as in 11; (a) that we are drawing on the board.

Now cut off the pistil above the ovary and draw the opposite side from that shown in 11 (a). Mark this (b). Next draw a top view of the same (c). How many stigmas are seen? "Four stigmas."

Yes. Showing this to be a compound pistil. The parts below the stigmas are joined together. Now tear off the stamens around the pistil and draw the inside view as shown in (d). What does this drawing represent? "The stamens united by their filaments."

Next we will examine the pericarp. Cut open a small one. What do you see? "Two rows of seeds in a jelly-like substance."

Now cut a large one the same way. What is shown here? "No seeds show, but the place is filled with a dry, white substance."

Yes. This substance, when mature, will be cotton, wrapped about the seeds. Draw these two seed vessels and mark them 12 (a) (b).

### LESSON III.

Take a flower of yesterday and pull off the petals and draw them to show the inside of the cup part, like 13. Where are the petals joined? "At their base. The end of the style shows."

Yes. This readily comes off after the seeds are formed.

Take another flower, remove petals and stamens and draw a side view of involucl, calyx and seed vessel, as shown in Fig. 14.

Now, we will draw a boll beginning to open, like 15.

Make a few broad lines with the side of the pencil to make the white cotton visible.

Next, find a boll half open, like 16. Observe the shrunken involucl and the wrinkles in the capsule. Cross hatch the background about the cotton in broad lines.

Now find a boll wide open with cotton unpacked and fluffy, all ready to fly as in 17.

Perhaps the most difficult part to draw is the empty capsule with its hard outlines. Place it to show the inside as at 18. Notice the two cavities in each division.

When studying cotton we counted the seeds of many bolls, and always found eight seeds in each of these cavities.

Now, that we have drawn all the principal parts of the cotton plant, tell me what you have learned about its botanical construction.

"We learned that the cotton plant has a tap root and an erect, woody stem."

"It has alternate leaves with stipulus."

"The leaves are simple, lobed, palmately veined and have petioles."

"The flowers are axillary with peduncles jointed to the stem."

"Stamens, numerous, monadelphous, joined by their filaments to form a tube."

"The calyx is cup shaped, and below it is a three-leaved involucl."

Yes. The involucl is three-parted, with dentate, incised leaflets cohering at their base.

"We see that the capsule is round or globose, and opens into four valves, and has many seeds."

It opens into four, often five valves, and the seeds separate at maturity, from the axis and from each other.

"We also found that cotton belongs to the highest kind of plants, those having flowers."

Yes. Cotton belongs to the highest grade or series of plants, those having real flowers, producing seeds that contain tiny plants ready formed. We will write on the board what we found,—that this plant belongs to the highest.

*Series or Grade*, the flowering or phaenogamous plants.

*Class*, exogens, or dicotyledons.

*Order or Family*, malvaceae.

*Genus*, gossypium, or cotton.

*Species*, shrub, short, staple, or upland.

## Physiology and Hygiene.

### Simple Lessons in Hygiene. III.

By JEROME WALKER, M. D.

#### FOOD.

If I were to ask a number of children what food is good for you, most of them would tell of some kind of meat, vegetable, or cake they liked best, and they would not think whether the food they mentioned liked them. Many grown people as well as children know very little about food. They cannot name more than a very few different kinds of vegetables or fish or fruits. If you really want to know about food, go to some large market, like Washington market in New York city, and see for yourselves how many things there are to eat, which are sold there. Air, if fresh and pure is a sort of food, because it is of service in building up our bodies by helping to keep the blood pure, but we have very little choice as to our air food. We must simply breathe the best kind of air we can. But there are many kinds of other foods, and there should be, for there are many kinds of people. Some persons can safely eat certain kinds of food that others cannot. The stronger we are and the better we take care of ourselves the more able we will be to safely eat a variety of foods. And it is a good thing to be able to eat many kinds of food, not at one time, of course, but as one really needs food. For as we grow older we will probably leave our homes and may be placed where we cannot have the foods we have been in the habit of eating, but must eat other kinds.

It is a good thing to know as much as we can about the many foods the world produces, and to be able to eat many of them. It is so much easier for all of us to get along in the world if we have good hearty appetites and can eat most everything that is set before us than it is to only like a few things. It is so much pleasanter for our friends to invite us to dine with them. By being finical, and dainty as to our food we may be sort of nuisances to our friends.

While we should be able to eat as if we really enjoyed our food that is, heartily we must not eat so much that we are uncomfortable. If we do, then we are gluttons. Dogs and cats and other animals, except perhaps pigs, seldom do this. People that do so frequently, are sometimes called hoggish.

While food that we eat should taste good we should remember that we eat so that we may live. We do not live for the purpose of spending most of our time in eating. For there are other things to do besides eating. We must play, we must work with our hands and our brains; we must sleep, and we must do good to others.

But food is very necessary. Plants must have it, animals must have it, and even a fire engine has a kind of food in the wood that burns in it.

How does food help us to live and be strong? Every part of our bodies, if we take care of them, and of the bodies of cats and dogs and of all animals and birds, grows strong and does the work it was made to do. It then dies and is thrown out of the body by the lungs, the skin and other parts, and the material thrown out must be replaced by new and fresh material if we are to live. Food gives us this new material, and so bones, muscles, skin, teeth, hair, nails, and every part of us continues to live. Some part of our bodies is being "repaired" all the time. Living and dying is going on all the time. And when new bone, new muscle, new skin, and every part of us cannot be formed—we are dead ourselves. Just think, the water you drink and nearly all kinds of food you eat, makes your muscles so they work more easily—keeps your blood thin so that it can move through your bodies very fast, as fast as twelve inches in a second, makes your skin soft and tender, your eyes bright and clear, keeps your mouth moist, furnishes you with tears so that you can cry, and keeps you from drying up. The meat, eggs, oatmeal, good bread, milk, and much of the solid food you eat, makes muscles, bones, teeth, skin, hair, nails, and most parts of the body, and keeps

them strong and in good condition. Butter, fat of meat, sugar, and candy (if it is pure and not eaten in too large amount and too often) make the fat of your body which acts as a soft pad and protects from injury blood vessels and other tender parts of the body. This fat also helps to keep your body warm.

Not only is the body kept warm by fat and sugar in food, but also by starchy foods, such as rice, farina, and corn starch. Food also keeps the blood warm as it goes rapidly through the body.

The blood is really made of the food we eat, and that has been mixed with air. So it is very important that our food should be only that which makes good rich blood, and the air we breathe should be pure. Blood made from such food and air will make very good muscles, bones, and all parts of the body, while blood made from poor food and air will make only weak muscles, bones and other parts of the body. Blood made from good food and air will be very warm, and traveling through our bodies, as it does will keep them comfortable and able to do the work we want them to, and surely none of us want to be lazy. Now, good food doesn't mean always food that costs a good deal.

Oatmeal, milk, eggs, bread and butter, pork and beans, bacon and cheap parts of meat, potatoes, young dandelions, and spinach, will make just as good blood as coffee, hot rolls, wild ducks, water cress, and costly meats and vegetables.

Many people do not know this and so think they must eat what richer people are able to buy. This is a wrong way to do, for people spend more money for food, than they can afford to, and so get into debt, and to be in debt is very bad.

There are some people too, who throw food away that might be made into good soups and hashes and other dishes for the table. Good food is put into the garbage cans and given to pigs and chickens. It ought to be eaten by human beings, and if it were, we would not read in the newspapers of so many people dying from starvation. *So never throw away any food that can be eaten.* It is wicked.

Whether the food we eat costs much or little it has to be ground up in the body and prepared in curious ways before it can become blood. In the mouth it has to be cut up into little pieces and made fine by the teeth. This we call chewing. Teeth that are soft or broken or that have holes in them cannot cut and grind well. The mouth is a sort of mill and the teeth which are the machinery should be in good condition. They can be, if you make them out of good food and keep them clean with water, salt, or a little prepared chalk, to be obtained from the drug store. While we are chewing our food three little bags on each side of the mouth and under the tongue are pouring into the mouth drop by drop spittle or saliva. This softens the food, making it easier to chew, and changes part of the starch, in the food into a kind of sugar. After the food is softened, and chewed and part of it is changed into sugar, it is ready to be swallowed, and not before these things are done. *All this work should be done in the mouth.* But some children as well as grown people think it doesn't make any difference whether all this work is done in the mouth, as long as somehow they make the food go down into the body. This is wrong—for the stomach has nothing in it to cut and grind food, and in trying to do the work that belongs to the mouth it hurts itself, and gives stomach-ache and dyspepsia to its owner.

When the food is being swallowed it goes down a soft red tube, known as the "gullet" or "red lane" into the stomach.

Now we are not made like a seal or a sea lion which can swallow or "gulp" a whole fish at one time. We are made to swallow slowly—but I know of children who seem to think they are seals or sea lions and swallow just as fast as they can and all they can crowd down at one time. This is wrong. Swallow slowly the food you have thoroughly chewed and when it reaches the stomach, it will be rolled around in it and mixed with a sour juice. This rolling and juice breaks up the food still more and makes a soft mass of it, something like gruel.

But the stomach cannot do this easily if its soft lining has been inflamed or bruised by much drinking of drinks containing alcohol, or by hard chunks of food sent into it. Many men and women are sorry that when young they abused their stomachs.

Keep the insides of your stomachs soft and velvety by only putting into them soft food. As the food is being rolled about in the stomach some of it is going out of it into blood vessels, through tiny channels. The rest passes out the lower end of the stomach into the small "bowel" or intestine where bile from the liver, and a juice from another organ and from the walls of the small bowel—make what is left of the food softer still, so now it is like cream. Some of this cream passes out of the bowel into blood vessels by means of little channels, and the refuse, what is not fit for blood, passes on into the big bowel which is joined to the small bowel and from there it is thrown out of the body. This refuse if kept in the body very long poisons it, and now you can see how important it is to keep the bowels open, to have a movement of the bowels every day if possible. In this way you get rid of poisonous matter. The big bowel is the sewer of the body.

The teacher will read the foregoing to the children, a portion at a time, and stop at appropriate points for discussion. When, at any time, enough thought is roused, have the children write a composition, or condense what they have learned into rules of living and enter these in a book kept for this and kindred purposes.—Ed.

### The Alphabet of Health.

(Grades 5th to 8th.)

All healthy folks are active and bright,  
Be sure to go to bed early each night.  
Children, be careful and keep dry feet—  
Damp shoes are neither healthful nor neat.  
Eat slowly, and choose the simplest food—  
Fresh fruit is dainty, and tempting, and good.  
Garments should never be worn too tight—  
Hats should always be airy, and light.  
If you would be happy, and healthy, and gay,  
Just stay in the sunshine the livelong day.  
Keep your heart pure and your temper sweet;  
Let your dress and your home be always neat.  
Many have died from lack of pure air.  
No child can keep well without constant care.  
Old rags and trash should never be kept—  
People thrive best in a house well swept.  
Quick motion brings to boys and girls  
Red cheeks, bright eyes, and dancing curls.  
See that the water you drink is pure,  
'Tis better than coffee, or tea, I assure.  
Use all your wits to prevent mistakes;  
Very sad are troubles they often make.  
Walk every day as much as you can;  
'Xercise makes the strong woman or man.  
Your health is your wealth, and well worth pain—  
Zeal in its care is never in vain.

—Little Men and Women.

Which of the rules indicated above have you frequently violated? What consequences have you sustained? What will probably follow a long carelessness in this particular? How do you propose to secure your own reform in this respect.

### Professor, Indeed!

The train was about to leave the station, and a young man leaned over the seat, shook hands with the middle-aged gentleman, and said:

"Good-by, professor."

A man with wide stripes in his shirt-bosom looked at him narrowly, and, after the train started, said:

"Kin ye do any tricks with cards?"

"No, I never touched a card."

"Mebbe ye play the pianny?"

"I know nothing of music, excepting as a mathematical science."

"Well, ye ain't no boxer, I kin see by your build. Mebbe ye play pool?"

"No."

"Er shuffleboard?"

"I never heard of the game before."

"Well, say, I've guessed ye this time. It's funny I didn't think of it before. You're a mesmerist."

"I'm nothing of the kind."

"Well, I'll give up. What is your line? I know ye're in the biz, 'cause I heerd that young feller call ye 'perfesser."

"I'm an instructor in Greek, rhetoric, and ancient history."

"An' yer can't do no tricks, ner play music, ner hypnotize?"

"Of course not."

The man turned and gazed out of the window on the opposite side of the car.

"An' he calls hisself perfesser," he said to himself.—Philadelphia Record.



# Arithmetic.

## Decimal Numbers.—U. S. Money.

By J. F. ROEGE.

When children reach the age of ten or eleven years they should possess an ability to solve correctly and quickly all examples in notation, numeration, and the four fundamental rules of arithmetic to 1,000,000. They should have acquired some knowledge of the simplest common fractions and the every-day standards of counting and measuring. The more certain they are of these basic facts the more thorough and rapid will be their progress. Because pupils are in possession of the fundamental conceptions of denominate numbers, common fractions, and decimal fractions the teacher may therefore now present any one of these three subjects more fully.

It is not advisable to begin with denominate numbers because they involve for their thorough understanding common and decimal fractions, and hence the teacher will be handicapped in developing them fully and in giving suitable and practical problems. A common fraction has at least two figures and possesses difficulties absent in decimals. But mainly because the latter are built upon an extension of the same law which underlies our common numbers—for that reason I like to call them decimal numbers instead of fractions—involving for all calculations the same principles and no new ones. To study decimals first seems, therefore, most natural, most logical, and certainly most practical; a thorough understanding will be obtained which is not gained by making them an appendix to common fractions and the knowledge of common numbers will be deepened and broadened.

In order to proceed from the special to the general, from the concrete to the abstract, United States money should be mastered fully before studying decimals. It is the base upon which to build.

### METHOD.

The teacher should be provided with one or more each of the several coins of our money. Pupils know it to be money. "Of what country is it the money?" Write the abbreviation of U. S. The people of the United States, before establishing their independence and afterwards used English and Spanish money. When Washington was president they decided to coin their own money and made the money as we have it now. To distinguish the American dollar from the Spanish dollar or the English pound, U. S. was added to the figures. Four American dollars were written 4 U. S.; this was changed to 4 with a sign after it made by writing an S over a U.; then to 4\$, and the sign was finally placed before the figure, \$4."

The pupils name coins shown—an eagle, a half, a quarter dollar, also a dime and a cent. With reference to which coin are the others named? Dollar is the unit. What is a unit then?" (A unit is that to which all things of the same kind refer.)

If pupils do not express fully what is required, ask questions which will induce them to think and thereby make their statements more nearly perfect. "That to which all things of the same kind refer is a standard. If I had a handful of dollars how would you find out how many I had? (A unit is a standard of counting.) Pupils consult dictionary and find that *dime* is derived from other words that mean tenth or ten and that *cent* means hundred. They are led to see and say that, since *ten* dimes or a *hundred* cents make a dollar the subsidiary coins are appropriately named with reference to the dollar.

After the teacher has asked pupils to tell what part one dollar and several dollars are of one eagle he may have them read sums as dollars, as eagles and dollars, and also as eagles. (\$27 may be read twenty-seven dollars, 2 eagles 7 dollars, 2 and  $\frac{7}{10}$  eagles.) Let the reading of as many sums as are necessary be followed by various examples in writing. Write: 5 eagles (\$50), 9 eagles 3 dollars,  $7\frac{1}{2}$  eagles, \$90007, etc.

What is a dime? 5 dimes? What part of the unit are 3 dimes? In what place does the dollar stand? Why? The eagle? Why? Having three eagles, 6 dollars, and 4 dimes after writing \$36, where must I put the dimes? Why? To distinguish the tenths of dollars or dimes from the whole dollars we place a period or dot after the unit. This is called the decimal point. How must we therefore write our example? Read it. What is to the left of the decimal point? To the right? Parts of the unit are called fractions. Read: \$75.2, \$.5, \$907800.4, etc. \$6 are how many dimes? An eagle is how many dimes? 7 eagles? Read \$6.4 as dimes. Read \$37.6 four different ways."

(8 eagles, 7 dollars, 6 dimes; 87 dollars, 6 dimes; 8 eagles, 76 dimes, 876 dimes.) Many other examples for reading must be given. Notation follows. Require pupils to write properly 65 dollars, 1 dime; 7 eagles, 6 dollars, 3 dimes; 9 eagles, 3 dimes; 3 eagles, 65 dimes; 929 dimes; 876930 dollars, 3 dimes, etc. See that pupils do not forget the decimal point or the \$. Accustom them to write numbers accurately in accurate columns, decimal point under decimal point.

This may be sufficient for one recitation. If so, do not neglect the drill; remember that the mental powers of the child are unfolded by developing the subject presented and by logical solution of problems, but that nothing is of practical value which does not become second nature. At the end of the recitation ask review questions upon what has been taught. This will be a test of your method and manner of presentation and of the pupils' knowledge; it will also aid in fixing the salient points in the minds of your children. The following may be suggestive:

When was our present money system adopted? What coins were in circulation before that time and many years afterwards? How did the dollar sign originate? What does dime mean? Cent? What is the dollar in our money system? What is a unit? In what place are dollars written? Eagles? Dimes? What separates dimes from dollars?

Before proceeding with this subject in the next recitation review the foregoing lesson thoroughly. *Repetitio mater studiorum est.*

What does cent signify? Why is it so called? What part of a dollar is a cent? What part of a dime is a cent? 7 cents? What part of the unit is 8 cents? In writing, where must the cents be placed? Why? Tell what part is a dollar of an eagle, a dime of a dollar, and a cent of a dime. Tell how many cents equal a dime, dimes a dollar, and dollars an eagle. You have just now given the table of United States money. Eagles, dollars, etc., are the denomination. Repeat the table, going from lower to higher denominations. From higher to lower. Read \$78.35 as eagles, dollars, dimes, and cents; as dollars and cents; as dollars and dimes, etc. Many other examples should follow. Write \$57.28; 87 dimes, 3 cents; write what I have in my hand; write this (holding up a half dollar) in two ways. Which is the common way? Write 9 dimes in the same manner. What may we add to the right of dimes without change of value? Why? May we annex 0 to the right of dollars without changing the sum? Give a great many examples in notation and observe cautions given above.

In the same manner the numeration and notation of mills is taught, always reviewing what has been learned by the pupils. They are now able to write the complete table of United States money. The value of each denomination is also given in all the lower and higher denominations.

This should be followed by teaching tenths and hundredths of a mill. "Where are tenths of cents or mills written? Where must tenths of mills be placed? Read \$9.1756. In what place to the right of dollars are hundredths of dollars, or cents, written? Where must hundredths of mills be put? Read in several ways \$96.08075. Read \$605.2300. What may be left off without changing the value? Why? What may I annex to \$75.75 that the sum will be the same? Why?"

Let this be followed by a persistent drill, giving the greatest possible variety of examples. The decimal point, the dollar sign, the shape of figures, and writing them in the proper columns must receive constant attention. Finally ask in review: What is a unit? What parts of dollars stand on the right of the decimal point? Why are they so named? Why may ciphers be annexed to the right of parts of dollars and removed from it without change of value?

No teacher can love her work or be successful in it who cannot command sufficient mental power to construct the methods needed for her individual work. Great authors have put us under everlasting obligations for making clear the principles underlying, all good teaching and the general and specific methods. But do not adopt the latter in full. The author did not know the condition of your class or school; you must adapt his methods to your needs.

## Lessons in Percentage. II.

Condensed stenographic report of lessons given by Prin. A. B. Guilford, Jersey City.

(Continued from THE SCHOOL JOURNAL for December 19, 1896.)

Let us talk over our last lesson. I will ask questions and you give answers to make sure that we are thinking alike.

What is division? "The process of measuring one number with another."

What is the dividend? "The measured number."

What is the divisor? "The measure number."

How do they agree in kind? "They must be of the same kind."

What is the quotient? "The number of measures in the number measured." (The number of divisors in the dividend.)

What is the value of each one of the quotient? "A divisor." Of the whole quotient? "The dividend."

What is true of the measure and the measured when the quotient is one? "They are equal in value." When the quotient is more than one? "The measure is less than the dividend." When the quotient is less than one? "The divisor is larger than the number measured."

What name is given to the unmeasured part of the dividend? "It is called the remainder."

The new measure.

There is one measure which we are now going to learn to use that is so simple, so convenient, and which shows the results of measuring so quickly, that business men in all parts of the world have fixed upon it as a *standard* of measure. This number is the number 100.

You have learned a short way of dividing a number by 100. What is it? "By writing the dividend as a numerator and 100 as the denominator of a fraction."

Tell me another way of expressing division by 100.

"By moving the decimal point in the dividend two places to the left."

Measure these eight numbers expressed on the board by 100 and give me the quotients at sight: 400, 1900, 450, 475, 95, 8, 1, .02.

The quotients are: 4, 19, 4.5, 4.75, .95, .08, 0.1, .0002.

You will see by these examples how readily quotients may be found where the measure used is 100.

Mr. Williams' barn burned to the ground. His sheep, and cows, and horses were consumed. Three kind neighbors, A, B, C met and concluded to assist him. A had 400 sheep, B, 500, and C, 600. Each agreed to give Mr. Williams a number of sheep. Which one of the three men should give him the most sheep, if the giving was with reference to the number each possessed?

"C should give the most."

A said, "I will give 5 sheep for each hundred sheep that I have if you two men will give of your sheep at the same rate." "Agreed," said the others. Was this plan a just one?

"We think it was."

Which man would give the most sheep to Mr. Williams?

"C."

Why?

"Because he had the most hundreds of sheep."

How many sheep did he give? Answer so that I may know how many hundreds he had and how many he gave for each hundred.

"Six times five sheep or thirty sheep."

And B gave —?

"Five times five sheep or twenty-five sheep."

And A?

"Four times five sheep or twenty sheep."

This gave Mr. Williams a flock of how many sheep?

"A flock of seventy-five sheep; twenty from A, twenty-five from B, and thirty from C."

A had 4 horses, B, 8 horses, and C 12 horses.

"I will give Mr. Williams at the rate of 25 horses for each 100 horses I have, if each of you will give him at the same rate of yours," said A to B and C. This was agreed to by the three men.

Measure the number of horses each man had with the 100 measure, and give the results of this measuring.

"A had .04 of 100 horses; B .08 of 100 horses; C .12 of 100 horses."

Remembering the rate of giving for each 100 horses tell me how many horses each gave to Mr. W., and let the number of hundreds each had and the rate per hundred appear in your answer.

"A gave .04 of 25 horses or 1 horse."

"B gave .08 of 25 horses or 2 horses."

"C gave .12 of 25 horses or 3 horses."

Each man agreed to give Mr. W. at the rate of twenty cows for each 100 cows he owned.

Tell me what part of twenty cows each gave if A had 25 cows, B 40 cows, and C 60 cows?

".25, .4, and .6 of 20 cows, respectively."

And how many cows were given by each?

".25 of 20 cows or 5 cows by A; .04 cows of 20 cows or 8 cows by B; and .6 of 20 cows or 12 cows by C."

Let us go back to the apportionment of the sheep.

What were the numbers measured by 100?

"400, 500, 600."

Why were they measured?

"To find the multiplier for the rate for each hundred." "To find how many times the rate per hundred was to be repeated." "To find how many times each should give 5 sheep."

The number measured by 100 is called the Base of Percentage. Describe the number 5.

"It is the number taken for each hundred in the Base."

It is called the rate per hundred, or the rate per centum. (*Centum* means a hundred) This name is shortened to "rate per cent." and frequently to "rate" in business language, but whichever form is used we know that it means so many for each 100 or part of 100 the Base contains.

Can you describe 20 sheep, the number given by A, from his 400 to Mr. Williams?

"It is the number found by multiplying the Rate by the number of hundreds in the Base."

This number is called the Percentage.

You may now define each of the new terms we have learned and see if you can find and name each in the illustrations we have given.

## Ethics and Literature.

## SHAKESPEAREAN MOTTOES.

Let the class study silently and then discuss the following, with the view of selecting a class motto; incidentally a sense of the master skill in the use of English by which such terse and telling expression was achieved as these mottoes exemplify should be roused. When chosen, the motto should be engrossed and framed by the pupils and hung where it will be constantly in view, and the class should endeavor to live by it, in and out of school. Give several days to the study.

Jesters do oft prove prophets.

—*King Lear*.

achieved,

And perfected by the swift course of time.

Strong reasons make strong actions.

—*King John*.

—*Two Gentlemen of Verona*.

They that stand high have many blasts to shake them.

—*Richard III*.

I will chide no breather in the world but myself; against whom I know most faults.

—*As You Like It*.

Smooth runs the water where the brook is deep.

—*Henry VI., Part 3*.

Cowards die many times before their deaths; The valiant never taste of death but once.

—*Julius Caesar*.

Wisely and slow; they stumble that run fast.

—*Romeo and Juliet*.

The purest treasure mortal times afford Is spotless reputation.

—*Richard II*.

The very substance of the ambitious is merely the shadow of a dream.

—*Hamlet*.

Good name in man and woman, dear my lord, Is the immediate jewel of their souls.

—*Othello*.

Men prize the thing ungain'd more than it is.

—*Troilus and Cressida*.

Silence is the perfectest herald of joy; I were but little happy, if I could say how much.

—*Much Ado About Nothing*.

Wilt thou draw near the nature of the gods?

Draw near them then in being merciful:

Sweet mercy is nobility's true badge.

—*Titus Andronicus*.

What's gone and what's past help Should be past grief.

—*Winter's Tale*.

Love is not love Which alters when it alteration finds,

Or bends with the remover to remove.

—*Sonnet CXVI*.

How far that little candle throws his beams!

So shines a good deed in a naughty world.

—*Merchant of Venice*.

Pity is the virtue of the law, And none but tyrants use it cruelly.

—*Timon of Athens*.

Our life, exempt from public haunts, Finds tongues in trees, books in the running brooks, Sermons in stones, and good in everything.

—*As You Like It*.

Experience is by industry



## Penmanship.

### Vertical Writing. IV.

By ELMER W. CAVINS.

In this series of articles I am trying to set clearly before the readers of THE SCHOOL JOURNAL two methods of approach to the subject of penmanship—one a *general*, the other a *special*. Both are to be used; the special at the writing period, when the sole aim is to learn to write; the general, incidentally, when pupils are preparing written work on other subjects. While doing body writing pupils may improve their penmanship (instead of degenerating in that line) by consciously working for characteristics of good writing, taking up *one at a time*. The chief general characteristics are verticality, broad letters, short stems and loops, wide and even spacing, uniform height of letters. Verily, this is a secret of getting good results in penmanship: *Have pupils strive for one—the one most needed—feature of good writing each time they prepare written work.*

But at the writing period, instruction and drill should be on individual letters and groups of similar letters. (See THE SCHOOL JOURNAL of January 23 for classification of the alphabet and selection of typical letters.)

Accurate habits in writing result only from thorough work. It is a good plan to specialize on a typical letter in each group and deal very thoroughly with it. When good results are secured on the typical letter—when a habit of making it easily, rapidly, and well, is fixed—enlarge the field of practice to other letters of the group, to words and sentences. Some liberty may be exercised in choosing the type for special study and practice. Select that letter which is made up of elements common to as many letters of its group as possible, but the letter selected should be dealt with in a thorough manner.

To teach a letter well, distinguish four steps:

1. *Impress the correct mental picture.*—This may be done in various ways. I suggest the following: Let the children see the letter in a copy-book or on a chart, also write it on the board, talking about it as you do so; ask questions concerning it; write several to be compared with each other and with the copy in the book. The idea is to sustain interest by presenting the form in various ways until the mental picture is distinct and accurate. Children will enjoy closing their eyes to see if they can see it in their minds' eye.

2. *Teach the How of it.*—There is a great deal in knowing how to do a thing; generally there are several wrong ways and but one right way. The best results wait for the best manner of effort. Are the pupils to discover this for themselves? Teachers who simply place the correct form before the pupils, and leave them to their own devices, are those who "keep school," they do not *teach*, they are not "pedagogues"—*child leaders*. I have had occasion to observe teachers who were very poor writers themselves, and who, having a profound respect for the idea of "self-activity," when the hour came, gave the mandate to begin writing, and they themselves complacently sat at the desk or walked about the room, reflecting on their very great worth to the pupils under their charge, or how they should spend next month's salary. Teachers, if you will look about you, of course, not in your own school, you'll probably see that my irony is not unwarranted. You'll see many teachers who conduct work in writing without proving of any real service to their pupils; they simply criticize adversely, after which the pupils know no more about *how* to improve than they did before.

To be of the greatest service to pupils the teacher should beforehand practice the letter to be taught and try to discover what are the tendencies toward error; where the main thoughts are in his own work, then contemplate the movement to discover what irregularity or lack of control causes the fault. The form on paper is but a picture of the movement that produced it. Study the faults in form to correct the movement. Many of your faults pupils have in common with you, for most faults are due to natural tendencies—inertia, for example, which carries the pen be-

yond where it should be stopped or turned into another course. Again, in the class, study the faults of the children; look philosophically for the cause and suggest the remedy. You can do this better than they, for you are better able to reason from effect to cause. If you can do nothing of this kind, consider whether pupils could not as successfully learn to write at home if parents would provide the conditions and furnish the incentive.

3. *Secure from the pupils a good sample of from six to twelve letters.*—They may have the picture, they may be able to tell how to do the work, but at first be unable to make a single letter that will withstand their own criticism; so, to make a few good letters is decidedly a step in advance. A painstaking, critical, effort of pupils and the suggestive help of the teacher are of most value at this time. When this is distinguished as an independent step, pupils will emulate one another in producing good samples for approval, when such approval is made a necessity before passing to the next step.

4. *Drill for skill.*—Diligently and rapidly reproduce the sample, to fix the *habit* (that is what writing consists of) of making the letters easily, rapidly, and well. This is the chief business of learning to write, and it is the feature of it most commonly neglected. The limited time on the program for writing permits only the first three steps, and the fourth goes by default. Pupils can never learn to write if they neglect this.

If you will take up a single letter which you make poorly and apply yourself to see how much work on it you must do before you can write it correctly and rapidly, you will thereby get an idea of the amount of drill necessary in learning to write.

So much drill is necessary on type forms to make thorough work of them, that after your pupils have written about a dozen good samples, you should not think of having them write less than a page of foolscap of that one letter. If results are not satisfactory, and probably they will not be, indulge in criticism; discuss further the *how* of it, and let the pupils try it again, under new inspiration, and with some variations, such as combining the letter with others, or writing it in an exercise. Continue on this plan till so successful, that the letters not only have good form, but are similar to each other, indicating that the habit has been fixed, that they are made with facility, which fact is shown by smooth, clean-cut lines. To some pupils this drill for thoroughness may become irksome and distasteful, especially will this be the case if they have not a free movement and the right sort of encouragement from their teacher; others will gather interest and inspiration as they progress, and take pride in each new conquest. This method may not be altogether pleasant, but it, or a kindred one which includes *drill for skill*, is the only successful method that I know.

### Improvised Writing Boards.

By ALICE E. COOK.

In the school, where blackboard room is at a premium, the teacher can, with a little extra work and at a comparatively small cost, make a few yards more than is already in the school room.

Take extra heavy canton flannel of the required length and width, and tack firmly and smoothly to surface to be utilized, placing the cloth nap down. Do not put any tacks in it, under the part to be used as writing surface, as they quickly wear through.

Over the canton flannel tack common opaque window shading, which can be bought almost anywhere at twenty cents per yard. Dark green is preferable. Here you have a writing surface, at a small cost, which is equal to any, and superior to many of the painted boards usually found in country districts.

If molding cannot be obtained, to give the "board" a finish, take autumn leaves, press them with a warm flat iron previously rubbed over wax, and pin them or tack them along the edges. This gives a "decorated" look to the board.

The leaves will retain their color and shape for many months.

If autumn leaves are not obtainable, small cards may be strung on fine wire, or tacked up.

## The School Journal.

NEW YORK & CHICAGO.

WEEK ENDING FEBRUARY 20, 1897.

### Legislation and School Books.

If any subject requires to be intelligently legislated about it is the public schools and all that pertains to them. It sometimes seems as though more lack of correct information prevailed in the legislative mind on this subject than on any other that engages the attention of legislators. There is constantly coming to our notice in the doings of the different state legislatures illustrations of misapprehension on this subject of which we select the following as an example:

The president of the Senate of Texas makes an address in which he gives certain figures and states that \$3,000,000 are annually sent out of Texas for school books which could be furnished for one-half the amount by Texas publishers, and the money would remain in that state.

Now the correct facts, as nearly as they can be ascertained, are that the cost (purchase price paid by the pupils) of text-books for the public schools of the entire United States is not more than \$7,000,000 annually. It is an outside figure to reckon this expense on the basis of ten cents per head of the inhabitants. Upon this basis, the cost to Texas would not exceed \$250,000 per annum, and we have information going to show that in this state it is actually much less than this. We are reliably informed that the sales of the largest company selling school books in Texas are about \$100,000 a year.

We have in this country but one example of a state manufacturing, publishing, and distributing its own school books, and that is California. These books have never been so good as those produced by private publishers in competition; and the prices at which the state has sold them to the schools have always been as high, or higher, than those at which the best books have been offered in open market. As the pupils have paid this full price there has been no saving to them by purchasing from the state.

In addition to this, the official statistics contained in the reports of the California State Printing office from year to year prove that this state has sunk, lost, and wasted in its printing plant in the past eleven years, during which it has published school books, an amount of money more than equal to what has been paid for the books by the schools. To speak more exactly, the state has received about \$600,000 for school books at prices as high as those in the open market and in the same time has sunk \$700,000 in doing the business. In other words, supplying school books by a state method in California has more than doubled the expense, the pupils have paid one full price for them, and the state has more than paid another. Meantime, the politicians who get the patronage, are happy, and the schools are longing for better books.

The meeting of the Department of Superintendence, N. E. A., was held at Indianapolis this week. A full report of it will appear in THE SCHOOL JOURNAL next week.

As this is the monthly "Method Number" a great deal of the space usually given to educational news notes is taken up by articles of practical value to teachers in all grades of schools. Several interesting letters describing the educational activity in various parts of this country will appear in the issues of March 6 and March 13.

Many teachers will get their first inkling of what the new educationists are struggling toward in the report on page 229 of Col. Parker's address. If it startles you, look at it steadily and look at it again and again. If it moves you, pass the impulse on. Realize that not only the great school body needs vitalizing with the fervent inspiration that a far-reaching aim gives the teacher, but the lay public, too, must be moved before the schools can be lifted much. Take a hint from the closing paragraph. A part of your duty lies with the mothers.

One of the vainest things a teacher can do is to change her manner after some other person's pattern or ideal. Forced animation bears the stamp of false ness. The children feel it, though they may imitate—to their hurt. It diverts their attention, too, from the lesson to the teacher. Some of the most successful teachers we have seen have been the quietest in their ways. They use the teaching subject to stimulate the children's mental activity, not the infection of nervous tremor. They know how to so use it. They are deeply imbued with the importance of what they are about to teach, and profoundly conscious of just what it is and of how much the children will be stirred by it. Enthuse yourself with your subject and with intelligent sympathy with the children, and animation will take care of itself.

### Easy All!

"Easy all!" rings out the order,  
And the muscles cease to strain,  
And the swing of oars in rowlocks  
Stops its rhythmical refrain,  
And the sinking heart beats freely,  
And the spent breath comes again.

"Easy all!" Oh, joyous mandate  
To the strugglers on Life's flood,  
Be it but a passing respite,  
For the brain, and strength, and blood,  
Though far distant be the guerdon:  
Fame, or wealth, or livelihood!

When the summer sunshine brightens  
Grimy street and sullen wall,  
From the strips of azure heaven  
Seems to come the kindly call:  
"Rest a while, ye weary toilers,  
Drop your oars, and easy all!"

—From the *Pall Mall Gazette*.

### Dr. Holmes at the Work-Bench.

An advocate and teacher of manual training recently told the following delightful story to illustrate the fascination of mechanical hand-work for a great master mind:

"Over twenty years ago a friend of Dr. Oliver Wendell Holmes was ushered into his library unannounced. As the door opened he heard a singular scraping sound and the doctor arose with a slightly embarrassed air to greet him. 'I am afraid I disturbed you,' remarked the friend. 'Yes, you did,' replied the doctor with a laugh, 'but I was at work on neither poem nor lecture.' He touched a spring and out from under the library table rolled a little bench fitted out with turning lathe and tools. 'This is the way I rest,' said the doctor, 'but there are people in the world who would think that if a poet and physician indulged in such pastimes he must be mad, so when I think any such fools are coming I touch this spring and away goes my work bench and I am discovered in character bending over my books.'"



## Topics of the Times.

The bubonic plague of Bombay has been killing thousands of the people of that city, especially among the homes of the poor and depressed. The disease is caused by a bacillus in the blood, glands, and viscera, which produces swellings of the lymphatic glands. The person is attacked with the plague without any warning; fever suddenly comes on, the temperature rises to 105° F and above, the head begins to ache, the person feels dizzy, and stupor intervenes; after twelve to twenty-four hours glandular swellings are seen on the neck, armpits, and groin, which expand to the size of a hen's egg and are hard and very tender; nausea and vomiting ensue, and, usually, in two or three days the person is dead. Animals are affected the same as men; rats, dogs, flies, and goats have died in great numbers in Bombay. The plague is the same as that that swept away nearly half of the inhabitants of Marseilles in 1720, and that recently visited Hongkong and Canton. Ninety per cent. of those attacked by the disease in Bombay have died.

The total number of men unorganized yet available for military duty in the United States, exclusive of the territories, is 10,024,584, according to the reports received by the adjutant-general of the army, which have been laid before Congress. The total number of men in the militia of the states is 112,735, of which the greater part is attached to the infantry service. New York state has 800,000 men liable to military duty.

The report of the chief constructor of the United States navy shows that sixteen ships are now in various stages of completion, exclusive of fourteen torpedo boats, a submarine vessel, and one steam tug. Of the battle ships the *Iowa* is by far the further advanced, and is now within fifteen per cent. of final completion. The battle ships *Kearsarge* and *Kentucky* are also seventeen per cent. completed. The *Illinois*, *Wisconsin*, and *Alabama*, are barely begun. The gunboats *Nashville*, *Wilmington*, and *Helena*, all of which are building at Newport News, are within eight per cent. of completion, and will be ready to join the home station by the early spring. Six gunboats of the *Annapolis* and *Newport* type are far advanced, and all, should be attached to the navy within a few months. Of the torpedo boats four are well along. The submarine boat is but half completed and is already half a year behind contract time. Before the close of the year all the vessels now on the ways, with the exception of the five battle ships and some few torpedo boats, will be attached to the home fleet.

While the powers have been discussing how they shall bring Turkey to terms, a comparatively insignificant nation has made a move which, if successful, will solve at least a portion of the Turkish question. Greece has intervened to save Crete from Moslem barbarity. Last year there was an insurrection on this island, where the large Christian population is very restless under Turkish rule, and the sultan agreed to appoint a Christian governor. This did not satisfy the Cretans, and about three weeks ago trouble broke out afresh. The seat of the disturbance seemed to be at Canea, on the northwest coast, but there was fighting elsewhere. The Cretans declared their independence of Turkey and their wish to be annexed to Greece, and the latter has promptly offered aid.

A few days ago a flotilla of Greek torpedo boats was dispatched to the island under the command of Prince George, second son of the king. Greece has accepted the full responsibility for her acts; she has fired upon a Turkish transport that was conveying ammunition to the besieged Turkish garrison at Canea and has driven it back. A British naval officer boarded the attacking vessel and protested against the act, and the sultan has notified the powers that unless they stop Greece's aggressions Turkey will follow her own course; this means probably an invasion of Greece by a Turkish army.

The king of Greece has written to the czar of Russia that the action of Greece in sending a fleet to Crete was necessary to the preservation of his own government and the maintenance of order. The fact is that if the king had opposed this movement he would have had to abdicate, for the Greek people are intent on rescuing Crete from Turkish misrule. In regard to the attitude of Greece Mr. Gladstone says: "I do not dare to stimulate Greece when I cannot help her, but I shall profoundly rejoice at her success. I hope the powers will recollect that they have their own character to redeem."

The army of Greece is small compared with that of Turkey, but her navy, although small, is in much better fighting shape. The Greek army has a peace strength of 22,000 men; in the first reserve there 59,500 men and in the second reserve 125,000, making a total of 206,500. The war strength of the Turkish army is 867,300. The Greeks have five armor-clad vessels, about twenty torpedo boats, and about twenty other vessels (corvettes, cruisers, gunboats, and revenue vessels). The navy of Turkey is in a very weak condition, there being only three sea going armor clads of fighting value.

The island of Crete is directly south of the mainland of Greece. It is 150 miles long, from six to thirty-five miles in width, and very mountainous. A very large proportion of the 275,000 inhabitants are Greek Christians speaking the Greek language. They have been in revolt against Turkish rule for two hundred years. Sometimes they have routed the enemy, and when they have been beaten have retreated in good order to the mountains, where they have maintained a guerrilla warfare. These Cretans belong to an organization that extends throughout Greece, the islands of the Ionian sea, the Grecian archipelago, Macedonia, and Constantinople. It is a secret society, backed by immense wealth and vast numbers, the object of which is the downfall of the sultan and the removal of Turkey from the map of the world; also the annexation of Crete, Macedonia, and Constantinople to the kingdom of Greece.

Prince George, who is in command of the expedition to Crete, is a Hercules in strength and stature, and the most popular member of the royal family. He is larger and handsomer than his brother, the Crown Prince Constantine, and is the most democratic scion of royalty in Europe. When the present czar was making an extended journey to different countries his cousin, Prince George of Greece, was invited to go with him. In Japan, when a crank tried to kill Nicholas, George promptly knocked the crank down and thus saved the czar's life. It is said that it will be a long time before the czar takes any step that jeopardizes Prince George's safety or position.

The Cuban League of the United States is organizing a branch league in every town or city in the country of 5,000 or more inhabitants. There are 750 such towns and cities. The object of the league is to call forth the unanimous expression of the American people in favor of Cuban independence. The league is agitating for the passage by the state legislatures of resolutions calling for the ending of the war in Cuba by the United States.

The Siberian Railway is making rapid progress. Sixty-two thousand workmen are employed—on the western section, Russians, Siberians, and Italians; on the eastern, convicts, Chinese, and Koreans. The best are the convicts, whose faithfulness is rewarded by the lessening of their terms of exile. Emigration has been encouraged by grants of land and low fares on the railways, with the result that a tide has set in from Russia far beyond the capacity of the road to handle. Towns are springing up in great numbers along the western section, which runs through a "black earth" country. In anticipation of a great grain crop the government is constructing a railway to connect the Ob with the Dvina, so that the expensive transit through Russia to the Baltic or Black sea may be avoided. A large sum has also been appropriated to improve the navigability of these rivers.

Experience proves the merit of Hood's Sarsaparilla. It cures all forms of blood diseases, tones the stomach, builds up the nerves.

## Milwaukee Preparing for the N. E. A.

**WILMAUKEE, WIS.**—I find the local organization for the reception and entertainment of the National Educational Association, as evolved some six weeks ago from the customary "Committee of One Hundred," constituted of hardworking intelligent men. No class, caste, or creed has been given the slightest preference. All of the working members on the several committees I happen to know personally and can therefore vouch unhesitatingly as well for their tried ability as for their good intentions to make the Milwaukee meeting an unqualified success, so far as depends on local arrangements and appointments. One of the most encouraging features of the organization, as perfected, is the large number of teachers and board members apportioned for active work among the several committees herewith for the first time authentically published:

### GENERAL OFFICERS.

President, Albert J. Lindemann; secretary, Wm. Geo. Bruce; treasurer, S. Y. Gillan.

### EXECUTIVE COMMITTEE.

Chairman, Prof. L. D. Harvey; secretary, Wm. Geo. Bruce. Members: Arthur Burch, W. J. Desmond, Robert C. Spencer, Mayor Rauschenberger, H. B. Wilkins, Gen. C. E. Estabrook, Adrian Houtkamp, John Diedrichsen, P. R. Hannifin, Odin T. Renning, August F. Mueller, Albert J. Lindemann, L. L. Caufy, S. Y. Gillan, F. W. Sivyver, W. D. Kimball.

### SUB-COMMITTEES.

**Finance Committee.**—H. B. Wilkins, chairman; A. J. Lindemann, F. W. Sivyver, John Johnston, Jas. K. Ilsley, Jeremiah Quin, D. E. Murphy, Wm. Geuder, W. S. Paddock, Jr., Edward Zohrlaut, P. R. Hannifin, Fred Pabst, Jr., J. M. Pereles, Charles Pittelkow.

**Hotels and Accommodations.**—John Diedrichsen, chairman; Rev. Judson Titsworth, Sanford A. Hooper, Henry Schranck, Rev. S. Hecht, J. F. Tyrell, J. E. Hanson, W. J. Desmond, Bruno Fink, I. N. Mitchell.

**Halls and Meeting Places.**—O. T. Renning, chairman; George Wild, Rev. E. W. White, Rev. A. A. Kiehle, August Sira, A. W. Hill, E. A. Sims, E. H. Dadmun, Emil Dapprich.

**Transportation and Excursions.**—L. L. Caufy, chairman; W. J. Boyle, J. C. Pond, F. M. Snavely, Gregory Hurson, F. C. Reynolds, L. C. Whitney, W. D. Carrick.

**Press.**—S. Y. Gillan, chairman; John G. Gregory, Winslow A. Nowell, M. A. Hoyt, Geo. Koepfen, W. H. Stevens, C. H. Boppe, Mr. Grasse, J. E. Wildish, Dr. Oscar Deuster, A. D. Agnew, C. H. Doerflinger, Dr. J. H. Pratt, Dr. J. W. Stearns, Madison, H. J. Desmond, H. L. Terry, Waukesha; Rev. A. A. Kiehle, Prof. S. A. Hooper, Harry Coleman.

**Reception.**—Arthur Burch, chairman; H. O. R. Siefert, J. M. Pereles, Emil Dapprich, R. J. O'Hanlon, A. N. Fairchild, F. M. Jack, Ellen Sabin, W. H. Cheever.

**Printing and Badges.**—Robert C. Spencer, chairman; Arthur J. Morawetz, Adrian Houtkamp, Charles Elkert, Simon Kander.

**Music.**—F. W. Sivyver, chairman; A. D. Agnew, W. H. Stevens, Dr. J. C. Emerling, Mrs. C. C. Rogers, Mrs. W. H. Starkweather, Mrs. C. E. McLenggan.

**Decorations.**—W. D. Kimball, chairman; H. C. Koch, A. C. Clas, H. C. Klingefeld, C. B. Whitnell, Sebastian Walther; Mark Forrest, Mrs. Klingefeld.

**Rules.**—W. J. Turner, chairman; J. V. Quarles, W. W. Wight, W. H. Bennett, Jas. G. Flanders.

Mr. Lindemann, the president of the general committee, is president of the Milwaukee school board, and the chairmanship of the executive committee has been intrusted to that tried and trusty veteran, President Harvey, of the Milwaukee normal school. The only factional contention there has been took place over the friendly rivalry between the editors of the *School Board Journal* and *Western Teacher*, and this was adjusted with great diplomatic skill by the appointment of Messrs. Bruce and Gillan respectively as secretary and treasurer. Without instituting invidious comparisons it may at least be said that the three principal committees are especially strong in their personnel and well-selected, in view of the duties devolving upon them.

From time to time I shall endeavor to inform your readers of the progress of preparations, but desire to lay especial stress at this upon Milwaukee's ample and successful experience as an entertainer of conventions. The Cream City has handled to everybody's satisfaction the G. A. R., K. of P., N. A., Sangerbund, Am. Med. Assn., and a score of less pretentious, but no less important national gatherings, nor has she ever been found wanting in hospitable intentions or practical entertainment. The private no less than the hotel accommodations are exceptionally satisfactory.

Immediately on Prof. Harvey's return from Indianapolis the executive committee will convene to inaugurate its active work in strict conformity with such instructions and requests as the chairman may find himself charged with by the executive officers of the N. E. A., with whom it is his intention to confer in person and jointly as to the appointments and the sub-division of our exposition building into an auditorium capable of seating 7,000 for general meetings, leaving the remaining "space" for the arrangement of such an exhibition of educational publications and materials as well as school supplies, furniture, etc., as had been planned for Buffalo, but failed to be carried out. I am informed that Milwaukee will not disappoint us.

E. W. KRACKOWIZER.

## Greater New York.

### Dr. Poland Goes to Europe.

Educators in all parts of the country will be surprised and grieved to learn that failing health due to overwork has compelled Dr. Addison B. Poland to resign from the New York City board of education. He will leave for Europe in a few weeks and may not return before 1898. There are many who believe that the worry and annoyances to which the assistant superintendents have been subjected recently are quite as much responsible for his nervous exhaustion as the severe demands his professional duties made upon him.

One prominent commissioner has publicly declared that he considered the superintendents merely clerks of the board of education; the salaries have been held up by political jugglers who are opposed to some provisions of the civil service rules, etc. THE SCHOOL JOURNAL will speak of the most glaring of these indignities more at length in the next monthly school board issue.

### Children's Aid Society of New York City.

The benevolent work carried on under the auspices of the Children's Aid Society is better appreciated than heretofore. The deplorable lack of accommodation in the common schools has demonstrated anew the great value of the services rendered to the cause of universal education by the schools of this public-spirited body. Thoughtful people are willing that the board of education should contribute to its support and thus enable it to extend its work; but, desirable as this may appear, there is little hope that it will be done. The refusal of the last legislature to grant to the board the full appropriation asked for has left the public schools without sufficient funds, and the board cannot even get the money needed for the proper discharge of the duties required by law, such as provision of adequate school accommodations, establishment of high schools, etc. Meanwhile an effort should be made to enlist the interest of a larger number of wealthy philanthropists in the work of the Children's Aid Society. Occasional editorial articles in the *Times*, *Post*, *Tribune*, *Sun*, and *Herald* would help the cause immensely. The *Times* of last Monday devoted a whole column on its editorial page to these schools; this is the kind of aid that will do the most good.

The Children's Aid Society maintains at present twenty schools which are located in the most densely populated districts of the city. The aim is to attract and teach the children of the very poorest and lowest in the social scale, children who roam about in the streets and who are exposed to the allurements of vice. In the beginning the schools were, of necessity, imperfect and the apparatus insufficient, but thanks to the liberality of public-spirited men and women, many of the school buildings now reflect credit upon the city, and their equipment is in all respects adequate.

The attendance at these schools is composed of children of Italians, Russians, Poles, Bohemians, and various other nationalities. Twenty kindergartens are connected with these institutions. Manual training is made a prominent feature in the primary department. It consists of free-hand drawing, clay-modeling, the cutting of thin wood, or slip work; a course in bent wire for the younger boys, and carpentering classes for the older ones. Cooking is taught, and neatness in table service and house cleaning for the girls. The teachers have a personal interest in each child and aim to encourage its moral as well as mental growth. In-correctible and truant children are attracted to regular attendance by the tact and patience of those in charge who win the affection of the roughest. It is estimated that of the 7,700 children on the registers of these schools ten per cent. have been dismissed from or are truants from the ward schools. It is safe to say that most of the children attending these schools would grow to manhood and womanhood without any civilizing training whatever were it not for this great work.

We urge the society to establish such schools among the Italians in "Little Italy," and also in the crowded tenth ward.

### New York Art Teachers' Meeting.

The New York State Art Teachers' Association will meet at the Art Association Gallery, 174 Montague street, Brooklyn, Feb. 26 and 27. Mr. Walter S. Goodnough, director of drawing, Brooklyn public schools, is president of the association.

The principal subjects selected for discussion are "The Study of Art as Related to Mental and Social Development," "Art in Public Education from the Point of View of the Artist," "Art in Public Education from the Educator's Point of View," "Art in the Elementary Schools; its Progress and Enrichment."

Among the speakers will be George L. Raymond, professor of aesthetics, Princeton university; Mr. Douglas Volk; Prof. Walter S. Perry, director of the department of fine arts, Pratt institute; Dr. A. P. Marble, assistant superintendent of public instruction, New York city; Miss Elizabeth A. Herrick, professor of art education, Teachers college, New York city; and Dr. Edgar Dubs Shimer, assistant superintendent of schools, New York city.

A banquet will be given at the Clarendon hotel. Tickets \$1.00. Applications for tickets should be sent to Louis Rouillion, chairman of committee of arrangements, Pratt institute, Brooklyn.



## English Literature in the Schools.

(Report of a lecture delivered by Pres. Brumbaugh, of Juniata college, Penn., in the Cleveland Teachers' Lecture course, Jan. 7, 1897)

Reported by CLARA GENELLA TAGG.

Will you believe with me that the greatest problem which the public schools encounter is how to give to children a clear, easy, forceful use of their mother tongue? Indeed if we could educate them in this direction they would be better educated than they are under our present multi-aimed system.

It would seem at the present time that there is a desire to teach a little of *everything* that *anybody* thinks that any boy or girl might *ever* under *any* circumstances want to know! But the time is not far distant when, instead of worrying about correlation and concerning ourselves with concentration, we shall seek to bring about a simplification of our school curriculum. When this time comes, we shall see the Language-Arts taking the place of prominence. Be assured that there is no greater problem in our work than how to give a mastery of the English language. There is no greater gift which can come to a child than the language gift. There is no pleasure like that which comes from the acquiring of an easy, graceful, effective use of the mother-tongue and an acquaintance with its literature.

Let us take as our start in this discussion one of the legends of our ancestors.

According to a Dutch legend, we were born mute, but the angel of song sent her deputy, the goddess of song, to sing in the sacred grove. She sang so melodiously and entrancingly that the leaves began to rustle, the winds to moan, the birds to sing, the brook to babble, the dogs to bark, and man, mute hitherto, stood and drank in the melody and spake it back. It is the crowning glory of education that it gives to the child the power to *spake back* the impressions made upon him by the good, the true, the beautiful. The old Greeks understood this. The education of the day was addressed to the child's soul in the words of the grand masters of matchless Greek, and the child spake it back! He memorized it. He graved it with his stylus. He sang it. He chanted it with his libations to his gods. It was the glory of the Reformation that, aside from its religious and political bearings, it laid stress on the mastery of the mother-tongue. Comenius, in his visits to seven nations, never did a better work than in insisting on the use of the mother-tongue with ease, pleasure, power.

A generation ago witnessed the reign of the object lessons. In an object lesson on "A Jack Knife," 'tis said a child had to learn the twenty-six parts of a knife, and that a boy actually had to lie awake nights, lest in his sleep he should forget one of them. And this, despite the fact, that all his life he had known a jack-knife so thoroughly and intimately that he could always swap to his own advantage and profit. But now we have learned a more excellent way in our nature study. We have passed from the scientific attitude, in which classification ruled, to the sympathetic attitude. Science is now made to lie down at the feet of Language and to minister unto her.

What is the place of language in the curriculum? In many places we find two books—a large one and a small one. The small one is called a language book, the large one is called a grammar. The child studies the language book under the delusion and in the hope that it will fit him for the grammar. But why should it? How can it? The first is constructive or synthetic, the second is destructive or analytic. Why should building up be considered only a preparation for tearing down?

In the elementary schools the language problem is threefold—to teach the child to talk, to write, to read. Exclusive attention to one, or neglect of another, works injury to the entire triad. Think of what it is to talk! The power to speak in a plain, simple, easy manner the language of the hearthstone is one of the greatest aids to a boy's future career of success. How many of us can so speak? The school should see to it that the child is given this power to converse easily. The oral element in our language is being so much neglected that the child loses much of the joy of life because he cannot converse. In "Noctes Ambrosiana" are given two rules for conversation:

1. No Christian in conversation will speak while another speaks.
2. No Christian will speak more than five sentences without pausing awhile.

Then comes the handmaiden of speech, the power to write. How much the writing strengthens the speaking is hard to

tell. It may not strengthen it at all. Unless great care be taken the child will lose his ease and freedom of speech when writing is introduced. One's written vocabulary is so unlike his oral vocabulary, that when you ask a child to write just as he talks you ask an impossibility. No one can do this. Your hand language is thirty per cent. larger than your tongue language. Also there is a multitude of words in the one not found at all in the other.

The third element of language is the power to read. When the child has acquired these three he has the power to enter upon the study of the best books. Just when a child is ready to take up formal literature work and *enjoy* it is a problem.

But a child is never too young to *listen* to the best literature of the best masters. It is not necessary for a child to go to the high school before he knows and loves a Shakespeare, a Scott, a Hawthorne, a Longfellow, or the matchless English of his King James version. Do not say these are too deep for him to understand. When in your own life have you come to an understanding of Shakespeare?

Just as soon as the child's world dies, and the world of reality begins to dawn upon him, he is ready for the message of real life as portrayed in literature. Two children, eight and a half and seven years old, were in the White mountains, and stood by the lake in which is reflected the Old Man of the Mountain. They were told to look up at the Great Stone Face. The little girl fastened her gaze on it and said, "I wish you'd take me up to sit by the Old Man. He looks lonely." She was ripe for literature. The boy picked up pebbles and threw them at the tadpoles in the water. He was not ripe for literature.

You cannot feed a boy on geography and nourish him. You cannot feed him on history and satisfy him. He needs the humanistic element. He needs to live as one can only live when he is fed on the treasures of literature.

After all, the function of the work we do in literature is to give a thirst for good literature that will follow one all his life. The greatest teacher is the one who makes her pupils readers of the best literature all their lives. Literature is linked with patriotism. There is no patriotism in the one who cheers the flag and tramples on the mother-tongue. Make people know that the great writers have wrought out as great victories in our literature as were won on the field of carnage. He who expresses a great thought in his mother-tongue has done a patriotic service.

There are three approaches to literature:

1. Go over it with the single purpose of raising in the mind of the child the question, "Is this right? Is it correct?"
2. Go over it and have him point out to himself and you the things that are admirably said. Let him feel the difference between *saying a thing* and *saying it well*.

Forgetting grammatical aspect and beautiful setting, lead him to ask, "Is this a true thing? Can I live it? If I live it, can I live better?" When you touch a child on the side of the beautiful you have touched him for good.

When a child reads a piece of literature, we are too impatient to have him give it back to us and tell us what he has read.

Often the impression is as yet too fine and elusive to put into words. In an art gallery an impatient gazer asked a friend who was studying a picture, "Well, what do you think of it?" Without moving his eyes the art lover said, "I'll tell you when I get ready!"

Any teacher who will drag from a child before he is ready his impressions of a piece of literature does the pupil a violence.

When we give to a child the best in our language we need not fear the result; it will work itself out in high thinking and noble living. The child will grow into a living realization of the legend:

In the midst of the beautiful is the good,

In the midst of the good is God, the Eternal One."

## The Committee of Sixty.

CHICAGO.—At the regular meeting of the Committee of Sixty the following reports of the sub-committees were presented:

The committee on Geography has devoted itself to preparing a general map of Northeastern Illinois and Northwestern Indiana, in which they have indicated every point worthy of special study. Separate maps of these localities will be made later.

The committee on Instruction and School Exhibits reported that arrangements are being made to get stock from the parks for the aquaria. Some apparatus for science work was shown.

The Industrial committee have issued a circular asking information about the location of industrial enterprises which are worthy of investigation.

The Transportation committee has arranged to meet the chairman of the Western Traffic Association, after which they will make a full report.

The committee on Syllabi have made investigations in the three sections adjacent to the city with special reference to physiography, geology, botany, and zoology. These sections have been divided into seven districts, and syllabi of five are nearly finished, with the distinctive features fully described.

## A Working Scheme for History Study\*

By F. MONTESER.

Next to the training and selection of teachers, none of the questions which come within the province of the superintendent is of greater importance than the making out of a proper course of study. Physical conditions, matters of organization, observation of children, all these are important; but finally we must come down to the question: "What mental food shall we put before the children so that they may grow up in intellectual strength and spiritual beauty?"

To answer this question merely in a general way, as most of our courses of study do, is not sufficient. The teacher in the class-room ought to concentrate her efforts on the presentation of the subject-matter, she ought not to be burdened, even if she could always be trusted, with the task of its selection.

To frame a course of study which shall be sufficiently definite and specific, so as to be really valuable for guidance, but at the same time flexible enough to leave scope for the individuality of the teacher, is one of the most delicate problems of education which can be solved only by those who have a clear insight into the nature of the educational system as a whole and the relation of its different parts to each other.

I shall endeavor to indicate in the following, how a course in general history for the sixth and seventh years of the grammar school may be framed, adding also certain suggestions with regard to the history course in the other grades.

### EDUCATIONAL VALUE OF GENERAL HISTORY.

But as the need of teaching general history in our grammar schools is by no means generally conceded, it will be necessary to preface my remarks with some brief statements regarding the educational value of historical study in general, and in our public schools in particular.

To have a history is the prerogative of civilized man. Of all the innumerable tribes which people the globe, he alone can look back upon and feel himself in unison with the past life of his race; the rest come into existence and pass away like the leaves which are brought forth in the spring and fall to the

\*This article is here reprinted at the request of a large number of subscribers who have enrolled since its first appearance in THE SCHOOL JOURNAL for November 2, 1896. The supply of copies containing it has been exhausted long ago and as the present number has eight extra pages, those of our subscribers who have already read Dr. Monteser's contribution will kindly pardon the slight deviation from established rules. The importance of the article has been recognized by many eminent educators. The plan was fully discussed by the Society for Comparative Pedagogy, and highly commended. A large number of letters might be quoted to show the widespread interest taken in it; we give extracts of only a few:

I have examined Dr. Monteser's working scheme for history study and find it a practical and interesting plan, not only for grammar schools but for high schools. It strikes me as an attractive scheme; but as requiring a well-read and zealous teacher. I do not know any school where such a scheme is in use, but Professor Hart tells me that Mr. H. P. Warren, of the Albany Free academy, uses a similar method. Professor Albert Bushnell Hart, to whom I showed the scheme, liked it very much. He suggested that you might find useful as collateral material the "Translations and reprints from the original sources of European History" issued by the University of Pennsylvania. I hope you will bring the plan to the knowledge of as many intelligent masters of grammar and high schools as possible.

CHARLES W. ELIOT.

President, Harvard University.

I shall be glad to use the plan of Dr. Monteser for the teaching of general history in connection with the work of the (American Historical) association committee on the teaching of history in secondary schools. I have called the attention of my graduate students to the paper.

HERBERT B. ADAMS.

Professor of History, Johns Hopkins University.

I have read with much interest the article by Dr. Monteser on "A Working Scheme for History Study," in a recent number of THE SCHOOL JOURNAL. The plan seems to me perfectly practicable wherever a teacher can be found who has a genuine interest in historical studies and who knows how to teach the subject. The objection to general history in the elementary and secondary schools seems to be that no one can teach it, but this certainly is not a valid objection in view of the fact that it is and has been taught successfully. It is a pleasure to know that so admirable a plan is being carried out in the Ethical Culture schools.

Professor of History, Vassar College.

LUCY M. SALMON.

I have just read Dr. Monteser's "Scheme for History Study" in THE SCHOOL JOURNAL with great interest and profit, and I share his views in regard to the study of general history as opposed to the report of the Conference to the Committee of Ten.

PAUL H. HANUS.

Harvard University.

Equally strong endorsements were given by Albert Bushnell Hart, professor of history in Harvard university; members of the faculty of the New York University School of Pedagogy; Herman K. Lukens, of Clark university; and many others.

ground in autumn, leaving scarcely a trace behind them. He alone has developed institutions, such as the state and the church, which, having a life of their own, transcend and yet sustain his own individual life, imparting to it something of a higher meaning and worth.

It is the object of education to introduce the rising generation into this common life and make them fit for its service. Hence, the supreme importance of the study of history which enables the child to understand the institutions under which he is to live, and, lifting him above the narrow circle of his own interests, leads him to consider himself as a part of a higher unity. At the same time, this study places before him examples of great deeds, noble aspirations, and heroic struggles for principles and ideas, thus widening his horizon and quickening his sympathies. It therefore becomes, together with literature, the most important and indispensable means for the formation of character.

In the great majority of our public schools this noble subject has hitherto received scant justice. The average American child leaves the grammar school with nothing but a more or less meager knowledge of the history of his own country. He thus lacks "the opportunity for comparison and the training gained from a study of other systems. . . . We are all Americans; that is to say, we have all been surrounded by a given political and social atmosphere from our birth. We are thus in no position to understand our institutions. The more vitally important these are, the more inherent the peculiarities of our civilization, the less apt are we to become conscious of them." (Rep. Com. of Ten. p. 176.) But besides this, the child whose historical outlook has been confined to the events which happened on this continent, and within the last four centuries gets no idea of the great drama of human development; and he is, in this respect, at a decided disadvantage, compared with the English, or French, or German child, even if the study of the latter also has been limited to the history of his own country. For, whereas, the history of those nations connects directly with the large current of general history, ours does so but indirectly. The growing self-sufficiency, lack of reverence, and sordid materialism, unfortunately characteristic of so large a part of the youth of our country, is in no small measure traceable to this comparative absence of historical ideals and the want of historic perspective.

Our schools must, therefore, cease to content themselves with the study of American history, but must try, without in any way neglecting the patriotic side of the work, to bring their pupils in touch with the broader life of humanity.

But just here an apparently insurmountable difficulty presents itself. The field is so vast that it seems impossible to cover it, except in the merest outlines, especially if we take into consideration the shortness of time at our disposal and the immature condition of the minds of our pupils. For this reason the Conference on History of the Committee of Ten put itself decidedly on record against courses in general history, "because it is almost impossible to carry them on without the study degenerating into a mere assemblage of dates and names."

It is with great diffidence that I venture to dissent from the opinion so carefully formed by the eminent body of experts who composed that now classic report. Nevertheless, it is the purpose of this article to attempt to outline a course in general history for grammar schools which can be completed within two years, and which will yet give to the child, at least in a faint degree, a living realization of his connection with the past, and of the unity of the historic evolution of civilized mankind.

### A WORKING SCHEME.

For this purpose I select out of the great world-drama a series of typical scenes and present these to the child in chronological order, with all possible vividness of detail and richness of illustration. Each one of these scenes I group around some central figure or event, so as to gain a certain dramatic unity, and connect it with the preceding and the next following scene.

Twenty such scenes, the study of each intended to occupy from three to four weeks of school time, will be sufficient to



exhibit to the child the most important points in the grand march of civilization from the earliest historic times to the present, and to give him some idea of history as one connected whole. With each of these scenes, too, I fix in the child's mind one date, and these twenty dates give him a solid chronological framework, inside of which he may place any historic fact he may meet, and the details of which he can fill out by his future study. Furthermore, each of the scenes selected, besides representing an epoch, embodies an historical and ethical idea which powerfully appeals to the child's interest.

#### FIRST YEAR'S WORK.

We commence our study with one of the Oriental monarchies—the one which is most intimately connected with European history, Persia. This study we group around the figure of Cyrus the Elder, whom we represent as a type of a strong and wise ruler, drawing his character after the pattern of Xenophon's *Cyropaedia*, though we are well aware that this work is more romance than sober history. Our aim in this course is not knowledge of facts, but awakening of ideas and kindling of emotions, and we can therefore well afford, in this case, to set aside strict scientific for ideal truth. The conquest of Babylon by Cyrus gives an opportunity to introduce the pupil to that gorgeous civilization, while his attitude towards the Jewish exiles establishes our connection with biblical history.

In following up the story through the career of his successor, the despotic and tyrannical Cambyses, we become acquainted with the fascinating people of Egypt, and we also learn the lesson that absolutism, even under an ideal ruler, is not the best form of government, because there is no assurance of a succession of good monarchs.

The transition to the next scene is easy. The colossal Persian empire, not satisfied with its conquests in Asia and Africa, hurls itself against Europe, and we watch, with bated breath, the heroic struggle of a free people against the vast and barbarous hordes of the Eastern despot. As the noble deeds of Marathon, Thermopylae, and Salamis are recited, we feel the destinies of humanity trembling in the balance, and our hearts rejoice in the triumph of liberty.

Then we see how Greece reaped the fruits of her victories, for our next scene shows us Athens in her period of glory, the Age of Pericles, Phidias, and Sophocles. Here is our golden opportunity to make the pupil appreciate the unique influence which this wonderful people has exerted on the world. Let him accompany an Athenian into the agora, into the palestra, and into the theatre; let him enjoy the beauty of the Parthenon, and let him be touched by a fine passage from the *Antigone*.

But then let him see the dark side of the picture: slavery, the foundation of this splendid civilization, the degradation of the Athenian allies, and the discord among the Greek states. Thus he will be prepared to enter upon the study of our next topic, the Peloponnesian war.

Here is the place to bring out the contrast between Athens and Sparta, and to show that the true civic life must be something intermediate between the unrestrained individualism of the one and the rigid state-socialism of the other. One beautiful and pathetic figure stands out from the gloomy background of those times; that of the martyr philosopher Socrates.

In the closing scene of this first act of our drama, we witness the downfall of Greek liberty, which all the patriotic efforts of Demosthenes could not prevent, and we accompany the youthful conqueror Alexander on his triumphant march through Asia.

But the empire of Alexander fell to pieces with the death of its founder; not Macedonia, but another people, which was already on the stage, was to control the destinies of the nations. Greek ideas, before they could influence the history of the world, had to be taken up by Rome.

Our scene, therefore, now shifts to Italy. We note that, before entering upon their career of world-conquest, the Romans had to do two things: first, make peace in their own house, and then settle the question of the control of the Mediterranean with their most powerful rival, Carthage.

So without spending much time on the mythical Roman

kings, we take for our next two topics the struggle between Patricians and Plebeians and the Punic war. Hardly is this question settled when it becomes apparent that Rome, although it may conquer the whole world, cannot conquer its own social problems, and her failure to accomplish this task finally causes the ruin of the Roman republic. The account of these events furnishes to us the topic of our next two scenes, one of which we group around the Gracchi, while the center of the other is formed by the imposing figure of Julius Caesar.

Finally we come to the age of Augustus and see how a despotism is built up under the form and name of republican institutions. We learn something about the great Roman writers, and are presented with a picture of Imperial Rome. We also look to some extent beneath this fair exterior and find a terrible corruption of morals which eventually must bring about the disruption of the great Roman empire.

This closes our first year's work. Even if the pupil should not go any farther, his mind has been enriched by a mass of valuable ideas which will open to him a great part of the storehouse of literature and will serve as standards for his judging of men and events.

#### SECOND YEAR

The work of the second year begins by showing us two new historic forces—Christianity and the Germans. Out of the great movement known as the "migration of races," we select one series of events, the conquest of Gaul, centering it around Clovis, and we show on this one example how out of the fragments of the Roman empire the new nations arose, and how Latin was transformed into the Romance languages. If we consider that a great part of our vocabulary comes to us from Latin through the medium of French, the importance of this topic is readily seen.

We have now entered upon the study of the Middle Ages. The two dominant political ideas of this time are the empire and the Church. We illustrate the one by the figure of Charlemagne and the other by that of the greatest of the popes, Gregory VII. The triumph of the latter over King Henry IV. at Canossa marks the ascendancy of the spiritual power and this ascendancy is further confirmed by the Crusades.

The study of this topic will probably detain us longer than any of the previous ones, because we must explain not only the rise of the Mohammedan religion, but also the institutions of chivalry and feudalism. But there is no need of going into a description of all the seven Crusades which are enumerated in history; an account of the first and perhaps also of the third will be sufficient to give an idea of this movement.

Among the consequences of the Crusades there is none more significant than the rise of the cities. This, then, gives us our last topic in medieval history, and we may select for the purpose of illustrating this fact the City of Florence, under the Medici. Thus we have an opportunity to bring in Dante, in whose work the civilization of the Middle Ages reached its highest expression and to mention the revival of learning which will lead us over to the consideration of the history of modern times. It is, perhaps, needless to add that, somewhere in the course of the history of the Middle Ages, the teacher will find a place to treat of the richness of their literature, the beauty of their church-architecture, and the busy life in their monasteries. There could be no greater mistake than to give the pupil the impression that those times were really "ages of darkness," as some shallow historians would want us to believe.

The reasons for our selection of the remaining topics are quite obvious; we may, therefore, content ourselves with a brief enumeration. We must, of course, commence with the *Reformation*; then we may pass to the *Elizabethan Age*, the most glorious epoch in the history of the people with which our history is so intimately connected; then come to the *growth of absolutism* under Louis the Fourteenth; this leads up to the *French Revolution*, and finally we may treat of what is perhaps the most important phase of the political history of the nineteenth century, namely the tendency to group people together into large powers, as shown by the story of the *Unification of Germany*.

Thus the pupil in the course of two years has had spread before his eyes a grand panorama of the whole world's history. True, there are many gaps in the picture, but no elements essential for the conception of the unity of the whole have been omitted.

## AIDS TRAINING IN CITIZENSHIP.

Is it expecting too much of pupils of twelve and thirteen years to carry on this work if it is properly presented? I answer in the first place that what German and French schools can do ought not to be impossible for children of the same age here; and I know of at least one school in this city\* where the attempt is being made and not unsuccessfully.

The pupil, however, must be prepared for this work by a course of history in the lower grades, this course consisting in instruction in myths and legends, including the story of the Iliad and Odyssee, some of the Norse myths, the story of Siegfried, and some of the stories of the Old Testament, and legendary and anecdotic stories from the histories of different peoples, and, lastly, in a narrative and biographical history of this country. With this as a start the pupil is ready to make up his two years' work in general history, after which he is again to return to American history; this time to study it with some regard to cause and effect and in connection with civil government.

It is quite easy to see how his study of general history will come in; not only to illuminate the facts of American history, but to give him a greater appreciation of the ideas underlying our civilization.

Thus to speak only of the lessons conveyed by the last three of the topics mentioned above, the pupil cannot fail to get a clearer understanding of the meaning of a republican form of government, by contrasting it with the absolute monarchy of Louis XIV.; the inestimable privilege of a free ballot will be seen in a strong light by comparing this peaceful method of effecting political changes with the more violent acts of the French Revolution; while the story of the unification of Germany will teach him that other people besides his own struggled to achieve national union.

Thus it will be seen that the main idea underlying this whole course is *education for citizenship*, although the other objects mentioned in the first part of the article have by no means been lost sight of.

## AMERICAN HISTORY.

While there are only two years, the fifth and the eighth, intended for the direct study of American history, yet this history forms, as it were, the constant background of the whole work, and the understanding of our home institutions is the highest aim of the course.

There should, however, be no school year, from the lowest grade to the highest, where some parts of American history are not *directly* presented to the pupil. For this purpose the celebration of the national memorial days, such as the birthdays of Washington and Lincoln, Thanksgiving and Decoration day, affords us the best opportunity. The week preceding these anniversaries might properly be devoted by each class in the school to the study of some related phase of our national history; this study, then, might culminate in appropriate exercises in which the whole school should join.

Then, no matter how far the pupil might pursue the history course laid out here, he would not leave the school without a knowledge of the most essential facts of American history, while, at the same time, these facts would be associated with a certain importance, I may almost say, sacredness, which the commonly given course, in spite of its vaunted thoroughness, fails to give.

The following table shows the outline of the proposed course:

SCHOOL YEAR.		Stories of American history, in connection with national holidays.
1st	Myths and legends.	
2d	(Greek myths, Iliad and Odyssee, Norse myths, Story of Siegfried, stories of Old Testament.)	
3d		
4th	Historic legends and anecdotes, stories of inventions and discoveries.	
5th	American history, narrative and biographical.	
6th	Ancient history (Greece and Rome).	
7th	Medieval and modern history.	
8th	American history, with some regard to cause and effect; civil government.	

SPECIAL OUTLINE FOR GENERAL HISTORY.			
SIXTH YEAR.		SEVENTH YEAR.	
MONTH.	TOPIC.	MONTH.	TOPIC.
1st	Cyrus (Babylon, Egypt).	1st	The Germans, Christianity, Clovis.
2d	Persian Wars.	2d	Charlemagne.
3d	Age of Pericles.	3d	Power of the church, Gregory VII.
4th	Peloponnesian War.	4th	Crusades (Mahometanism.)
5th	Alexander the Great.	5th	Rise of the burgher class. The Medici—Dante—Revival of learning.
6th	Patricians and Plebeians.	6th	The Reformation.
7th	Punic Wars.	7th	Elizabethan Age.
8th	The Gracchi.	8th	Age of Louis XIV.
9th	Julius Caesar.	9th	French Revolution.
10th	Age of Augustus.	10th	Unification of Germany.

\*The Ethical Culture Schools, 209 West 54th Street.

## Rhyming Grammar.

## I.

Three little words we often see  
Are articles—*a, an, and the.*

## II.

A noun's the name of anything,  
As: *school or garden, hoop or swing.*

## III.

Adjectives tell the kind of noun,  
As: *great, small, pretty, white, or brown.*

## IV.

Instead of nouns the pronouns stand:  
*His head, her face, your arm, my hand.*

## V.

Verbs tell of something to be done—  
*To read, write, laugh, sing, jump, or run.*

## VI.

How things are done the adverbs tell,  
As: *slowly, quickly, ill, or well.*

## VII.

Conjunctions join the words together,  
As: *men and women, wind or weather.*

## VIII.

The preposition stands before  
The noun—as: *in or through the door.*

## IX.

The interjection shows surprise,  
As: *Oh! how pretty! Ah! how wise!*  
The whole are called nine parts of speech,  
Which reading, writing, speaking, teach.

## Moods and Tenses.

Sally Salter, she was a teacher, that taught;  
And her friend Charley Church, was a preacher that praught  
Though her friends sometimes called him a screecher who  
screaught.

His heart, when he saw her, kept sinking, and sunk,  
And his eye, meeting hers, kept winking, and wunk;  
While she in turn, kept thinking, and thunk.

He hastened to woo her, and sweetly he wooed,  
For his love grew until to a mountain it grewed,  
And what he was longing to do, then he doed.

In secret he wanted to speak, so he spoke;  
To seek with his lips what his heart long had soke;  
So he managed to let the truth leak, and it loke.

He asked her to ride to the church, and they rode;  
They so sweetly did glide, that they both thought they  
glode,

And they came to the place to be tied, and were tode.

Then homeward, they said, let us drive, and they drove.  
As soon as they wished to arrive they arrove;  
For whatever he couldn't contrive, she controve.

The kiss he was trying to steal then, he stole,  
At the feet where he wanted to kneel, then he knole;  
And he said, "I feel better than ever I fole."

So they to each other kept clinging, and clung,  
While Time on his circuit was winging, and wung;  
And this was the thing he was bringing, and brung.

The man Sally wanted to catch, and had caught—  
That she wanted from others to snatch, and had snaught—  
Was the one whom she now liked to scratch, and she  
screaught.

And Charley's warm love began freezing and froze,  
While he took to teasing, and cruelly tose  
The girl he wished to be squeezing, and squoze,

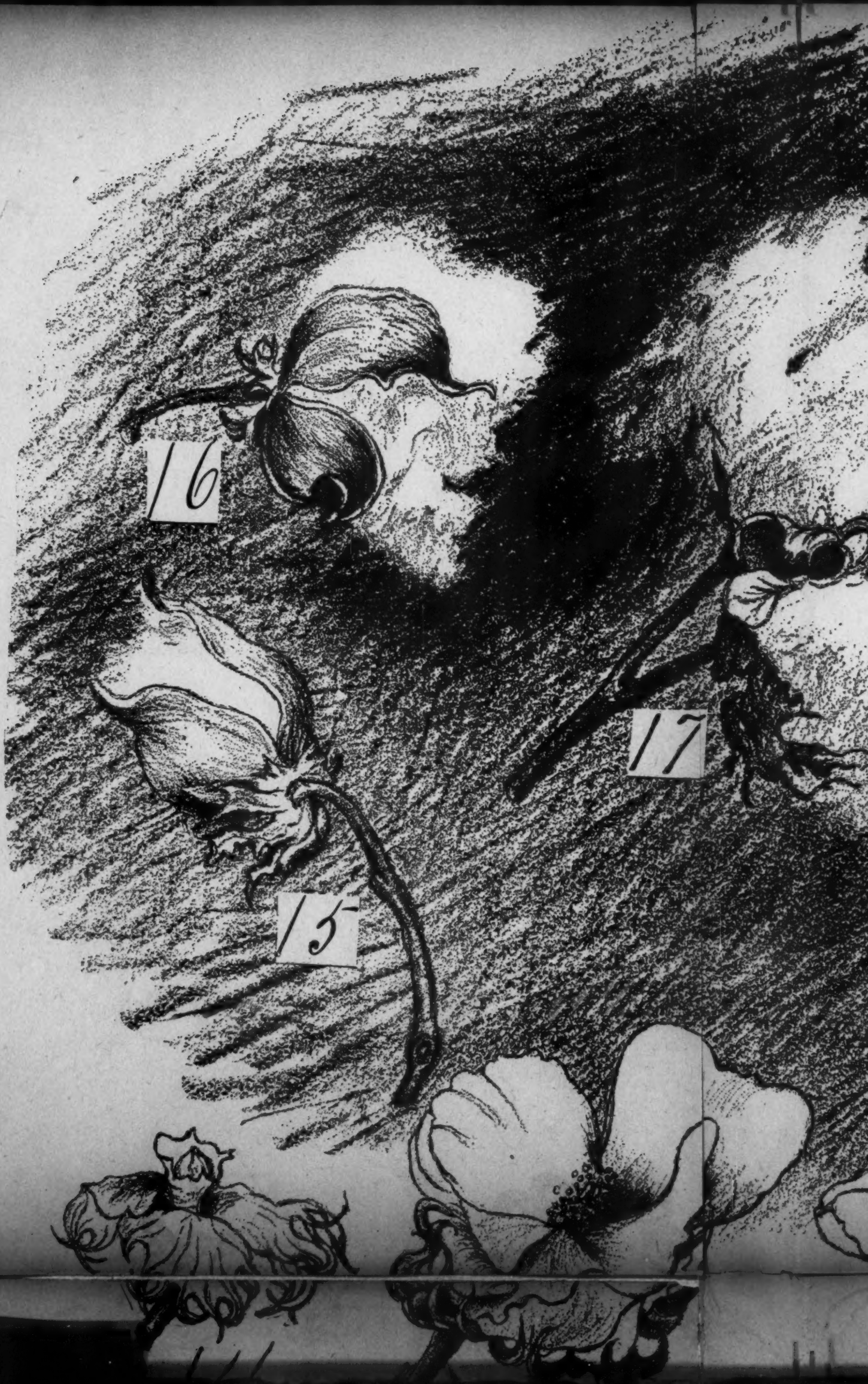
"Wretch!" he cried, when she threatened to leave him, and  
left,

"How could you deceive me, as you have decept?"  
And she answered, "I promised to cleave, and I cleft!"

—Punchinello.

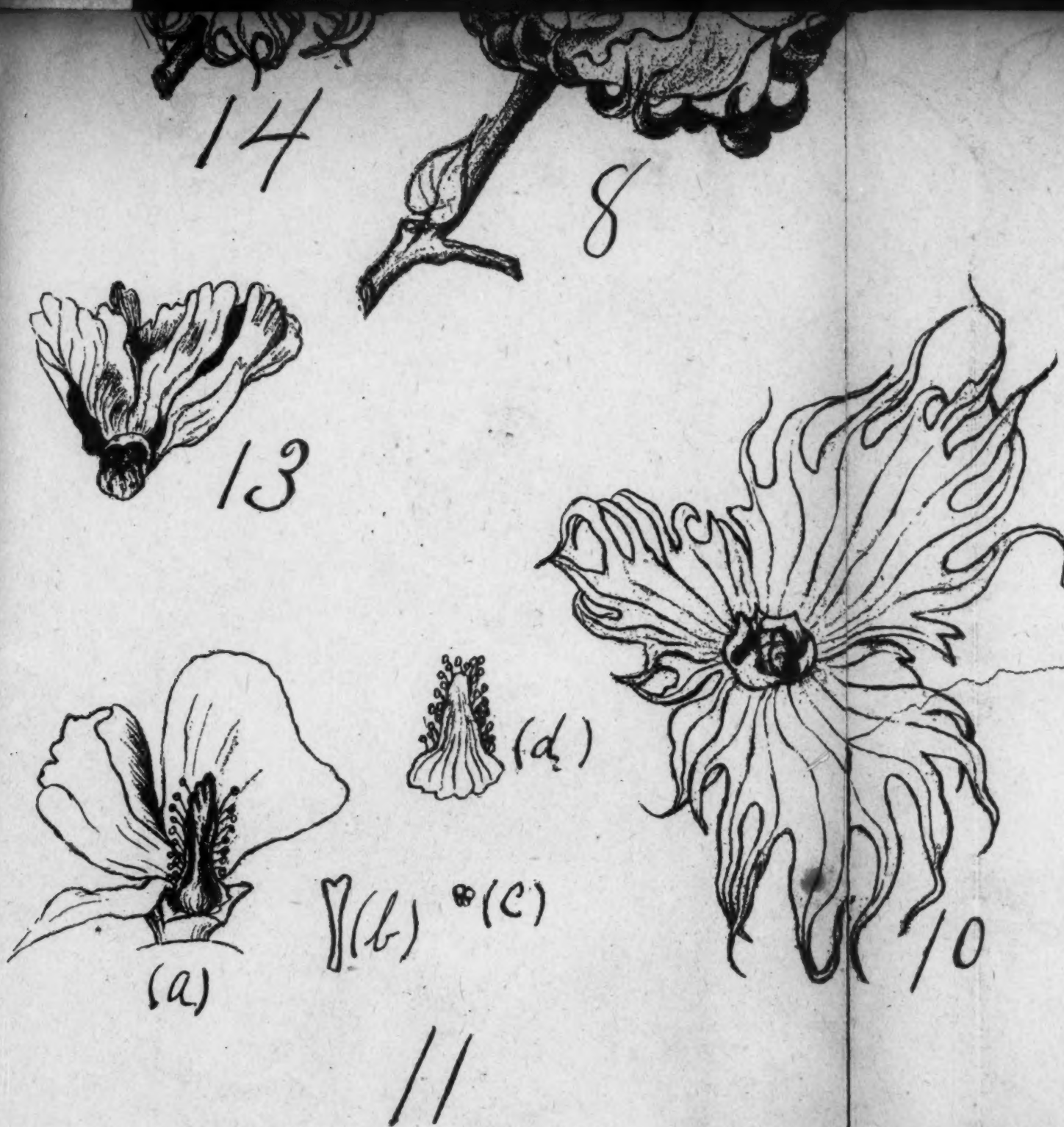












Supplement to THE SCHOOL JOURNAL, February 20, 1897.

# COTTON.

1. Seed, Cotton adhering.
2. Plantlet with Seed attached.
8. Flower showing Stamens and Pistil.
9. Leaf, Flower, and part of Involucel.
10. Involucel, Ovary, and part of Calyx.

11. (a) Part of Flower showing Petals,  
(b) Side view of Stigma and Style  
(c) Top view of Pistil showing 4 S  
(d) Stamens united by their Filame
12. (a) Pericarp, showing Seeds.  
(b) Pericarp, showing Vegetable Fi





Drawn by MARY E. JOHNSON. Copyright, 1897, by E. L. KELLOGG & CO., NEW YORK & CHICAGO.

(*Gossypium*.)

g Petals, Stamens, Pistil, and Calyx.  
nd Style of Compound Pistil.  
wing 4 Stigmas.  
eir Filaments.  
ds.  
vegetable Fiber or Cotton.

13. United Petals.  
14. Involucre, Calyx, and Ovary.  
15. Capsule or Pod, beginning to open.  
16. Half opened Capsule.  
17. Fully opened Capsule, Cotton ready to fly.  
18. Empty Capsule, showing 4 Valves.





## An Easter Play.

By C. V. P.

## CHARACTERS.

Ponce de Leon.	Flagbearer.
Page.	Soldiers.
Flora.	Ceres.
Ostara.	Pomona.

## FAIRIES.

The boys should wear full knee trousers or "trunks," fancy coats with puffed sleeves, cape hanging from shoulders, and hat with feather, swords.

Girls, white dresses decorated with flowers or fruit. Ostara, Grecian robe.

The flagbearers should carry Spanish flag.

## ACT I.

(Scene—Ship Cabin.)

Enter Ponce de Leon—sits down before table on which is spread a map.

Voice outside—"Land! Land!"

Page (rushing in) "Land, Señor, land!"

Ponce rises, peers into distance exclaims:

"At last land!" (Raises eyes heavenward.)

Enter soldiers—gesticulating wildly. Tableaux, Positions of Sight.

Soldiers.—

SONG.—Tune: "Our Jack's Come Home from Sea."

We've come across the raging sea,  
And left our homes behind,  
We've turned our faces to the west  
Youth's fountain pure to find.

'Tis land we see! Hurrah!

'Tis land we see! Hurrah!

We'll doff our age for youth and might,  
For lo! there's land in sight!—(Exit Soldiers.)

P. de L. (rising and putting hand on Page's shoulder).

"Boy, how do you feel?"

Page.—"Strong, Señor, strong and happy."

P. de L.—"Ah, that is your youth, the warm blood in your veins. Were I but young again what mighty deeds these hands would do! But I am old, old!" (Sinks down by table.)

Page (coming closer).—"But, Señor, there is the Fountain of Youth; we will surely find it."

P. de L. (springing to his feet).—"Yes, the Fountain! Boy, we will drink of it, you and I. I shall grow young again, and you will never be old. Go dream of all thou shalt do with youth."—(Exit Page.)

P. de L.—

"Yes, I am old; these many years  
Have I been slipping down the rope  
That binds me to my youth.  
My hands are worn by clinging  
To its strands. My eyes are dimmed  
By peering into depths that yawn beneath me.  
This is the age when men shall live  
And do great deeds; and shall I die  
Before I lift my hands to pluck  
From off the cliff of Time  
The one lone mountain flower of Fame?  
No! In that land that lifts its breast  
Above the cruel waters, I shall find  
My Youth, lost long ago, and in its strength  
Shall climb to heights where men shall call me king.

(Exit P. de Leon.)

## ACT II.

(Scene—Seacoast of Florida.)

Enter Ponce de Leon, page, standard-bearer and soldiers.

P. de L. (drawing sword).—"I take possession of this land in the name of the king of Spain."

Music in distance. All listen. (Enter fairies singing.)

SONG.—"Sweet Fairie Bells" found in "Stories in Song," by Eliz. U. Emerson and Kate L. Brown, published by O. Ditson & Co.

Fairies pause, surprised. Form in a semicircle.

Flora.—"And pray, sir, who are you, and in whose name do you take possession of our happy land?"

P. de L.—"In the name of the king of Spain."

Flora.—"But, sir, I am queen and who shall say that the queen does not rule the king?"

Soldiers.—"We bow to so beautiful a mistress."

Page.—"But pray, who are you?"

Flora.—"Who am I?" (Fairies laugh.)

Flora sings.—Tune: "Lambkins," in "Stories in Song."

"Who brings the wildflowers to the vale?"

All.—'Tis Flora, 'tis our queen!

Flora.—Who spreads her robes above the fields  
And turns their brown to green?

All.—She leaves her home of roses  
And smiles o'er all the land  
The branch by winter blighted  
Shall bloom in Flora's hand."

Elora.—"Who gives the violet sweet perfume?"

All.—'Tis Flora, 'tis our queen.

Flora.—Who decks the world in daisies white  
And gives the world its sheen?

All.—She takes stray summer sunbeams  
And chains them 'neath the earth  
Whence springing forth in springtime  
They find in flowers new birth."

Page.—Whence come these other fairies?  
Are they but waiting-maids?

Ceres sings.—Tune: "Katy-did."

"Where'er my feet have touched in passing  
Ripening grain doth wave  
Its yellow locks to bless and gladden  
The freeman or the slave.  
When on all the sunny uplands  
Waves the fruitful corn,  
In tones of sweetness through the valley  
Rings my harvest horn.

All.—Chorus.—Hark the sound!  
The world around!  
Hear the reapers gaily singing  
As they gather in the sheaves  
The blessed Ceres leaves."

Page.—"But who this queen of fruits and vines?"

Pomona.—(Tune: "Pigeon House" in "Stories in Song.")

While our queen doth bring the flowers  
Brightening all the weary land;  
And sweet Ceres gently showers  
Blessings rich on every hand:  
I, Pomona, sweetly smiling  
Kiss the tree flowers sweet and rare,  
And with gentle voice beguiling  
Steal away their garments fair,  
But I give them of my heart's blood,  
And I guard them through the days  
Till the fruits Pomona bringeth  
Gladden all earth's weary ways."

P. de L.—"Sweet maids, 'tis chance that you may lead us  
To that mystic fountain rare,  
Where Old Age may in its waters  
Wash away all pain and care."

Fairy.—Kind sir, that fountain once was ours  
But 'tis no longer so,  
To find it wouldst thou join us  
And go where'er we go?  
Wouldst leave thy kindred and thy home?  
Wouldst leave thy faith and creed,  
Acknowledge Flora as thy queen,  
And follow where we lead?"

Soldiers question each other in pantomime.

P. de L.—"I am old. 'Tis youth or nothing. I will go.

Soldiers.—"So say we all. Long live Queen Flora!" (They fall on knees.)

Flagbearer.—"I cannot desert my flag. I will go back with it to the sea and grow old alone."—(Exit Flagbearer.)

All sing.—Tune: "Over in the Meadow."

"When we find that sacred fountain  
In the land beyond the sun,  
With our hearts by young blood lightened  
And our lives but just begun,  
We shall fling all care away.  
We shall live and love for aye,  
And we'll sing our Flora's worship  
As through sunny fields we stray."

Fairy.—"The wonderful Fountain lies far to the West.  
Where nightly the sun slips away to his rest.  
We dare not approach it, for there on a stone  
Ostara the Beautiful, guards it alone."

(Enter Ostara.)

*Soldiers.*—"Who comes this way?"

*Fairy.*—"Tis she! 'Tis Ostara! She once was one of us and most lovely of our band, but now, no longer with us, she guards the sacred Fountain all alone."

*Flora.*—"What would you, dear Ostara?"

*Ostara.*—"These men, what do they here?"

*Flora.*—"They do seek the Blessed Fountain, sister, and would drink of its sacred waters and be young forever."

*Ostara.*—"And have they left home, country, and faith to seek that fountain that springs most freely in their own fair land?"

*P. de L.*—"Who are you that dares say Ponce de Leon has come upon a bootless errand?"

*Ostara.*—"I am Ostara, Easter. She whose name was chosen from all the lovely ones of earth for that blest day when Jesus Christ rose from the dead."

*Sings.*—*Tune:* "Christ Candle" from "Stories in Song."

"Dost thou know 'tis Easter day?"

Angels roll the stone away,

Canst thou hear the angel's voice,

As he bids the world rejoice,

Christ the Lord has risen to-day?"

"Would thou find that fountain sweet,

Find it kneeling at His feet.

Christ is risen! Youth is ours!

Christ is risen! E'en the flowers,

His life in death repeat."

*Soldiers.*—"Tis the day our Lord rose from the dead. 'Tis strange that we forgot."

*Ostara.*—"Thou has left Him to follow strange fancies

And to make an idol of thy Youth,

Turn once again and greet thine only Master,

Drink at the Fount of His Eternal Truth.

Then consecrate this land unto His glory

His Temple shall it be, and the oppressed

Shall fly from many lands to find here safety

And the promised Canaan of their rest."

*Fairy.*—

"These maids shall live but few short hours

And then shall find their youth in fruits and flowers,

Long have they claimed this land as theirs alone,

But now the Lord shall come to claim His Own."

*Flora.*—"When I pass beyond thy knowledge

Do not say that Flora died,

For I shall live in one fair lily

That shall bloom at Easter-tide.

'Twill typify His Resurrection,

Who came on earth His Own to save,

And shall lift its snowy petals

Over every wayside grave."

*P. de L.*—"This day is called the Feast of Flowers

In our own dear land of Spain;

And this new land of our hopes and joys

Shall bear sweet Flora's name.

Then I take possession of Florida

In trust for my Lord and King,

May its gates be wide each Easter-tide

That the Lord may enter in."

*Soldiers and Fairies form a pretty tableaux group here and sing first verse of Ostara's song. Curtain.*

## On Arbor Day.

The following numbers from Kellogg's "Arbor Day Program No. 1" may be amplified to suit the occasion by adding recitations, songs, compositions, and speeches. The words of the chorus to be sung after the tree is planted should be in the hands of visitors, and all invited to sing. Lest Arbor day should be stormy, it is safe to have the tree planted beforehand, so there will be no disappointment in carrying out the exercises indoors.

(Should Tennyson's name be chosen in naming a tree extend the exercises, if time permits, into a literary study of his life and works.)

*Teacher.*—For what famous poet shall we name our tree?

*Pupils.*—Alfred Tennyson.

*Teacher.*—Tell me in a few words about his life.

*Pupil.*—Alfred Tennyson was born in Lincolnshire, England, on the 6th of August, 1809. He won a prize at Cambridge for his poem of "Timbuctoo," but for nine years afterwards published nothing, though he continued to write and study. His long poems, "In Memoriam" and "The Idyls of the King," made him famous and gained him the poet-laureateship of England. In 1892 Tennyson died, three years after writing the prophetic poem, "Crossing the Bar."

*Teacher.*—How does Tennyson write about his longing for spring?

*Pupil.*—

Dip down upon the northern shore,  
O sweet New-year, delaying long;  
Thou doest expectant nature wrong;  
Delaying long, delay no more.

What stays thee from the clouded noons  
Thy sweetness from its proper place?  
Can trouble live with April days,  
Or sadness in the summer moons?

Bring orchis, bring the fox-glove spire,  
The little speedwell's darling blue,  
Deep tulips dashed with fiery dew,  
Laburnums dropping wells of fire.

Now fades the last long streak of snow;  
Now bourgeons every maze of quick  
About the flowering squares; and thick  
By ashen roots the violets blow.

Now rings the woodland loud and long,  
The distance takes a lovelier hue.  
And drowned in yonder lovelier blue,  
The lark becomes a sightless song.

—From "In Memoriam."

(Other quotations may be added.)

*Teacher.*—We dedicate this tree to Tennyson to-day, and hope it will flourish like his works.

*Chorus to be sung after the tree is planted to the tune of "America."*

How softly breezes blow,  
Gone now the ice and snow,  
Springtime has come.  
Swallows fly here and there,  
Bird music fills the air,  
And round the flowers fair  
Gay insects hum.

O, in this wakening time,  
Earth free from snow and rime,  
Has its new birth.  
And hear the trees all say,  
Dear friends, plant us, we pray,  
Plant us on Arbor day,  
In the brown earth. —Lizzie M. Hadley.

### CHOOSING A STATE FLOWER AND TREE.

(The quotations may be shortened or elaborated. The speakers stand upon a platform. Each wears a bouquet of flowers or a branch of the tree his lines describe. At the conclusion of the recitations pencils and slips of paper are handed around, and the results of the voting written upon the blackboard.)

*First Pupil.*—We are all going to vote for our favorite flower and tree. New York has already chosen, through the school children, the rose and the maple. The question is, What shall we take?

*Second Pupil.*—I would remind you of the fir and ash trees.

Let lofty firs and ashes cool  
The lowly banks o'erspread,  
And view, deep bending in the pool,  
Their shadows' watery bed.

*Third Pupil (a small child).*—

I'd rather choose a daisy,  
The little children's flower,  
Than any prouder beauty  
That decks my lady's bower.

—Glover (adapted).

*Fourth Pupil.*—

But shrubs there are  
That at the call of spring  
Burst forth in blossomed fragrance: lilacs robed  
In snow-white innocence or purple pride. —Thomson.

*Fifth Pupil (a boy).*—

A song to the old oak! the brave old oak!  
Who hath ruled in the greenwood long,  
Here's health and renown to his broad green crown,  
And his fifty arms so strong. —Chorle.

*Sixth Pupil.*—But when the bare and wintry winds we see,  
What, then, so cheerful as the holly tree?  
—Southey.

*Seventh Pupil.*—

Behold the trees unnumbered rise,  
Beautiful in various dyes;  
The gloomy pine, the poplar blue,  
The yellow beech, the somber yew.



The slender fir that taper grows,  
The sturdy oak, with broad-spread boughs.

—Dyer.

*Eighth Pupil.*—I would speak for the autumn flower, the fringed gentian.

Thou waitest late, and com'st alone,  
When woods are bare and birds have flown,  
And frosts and shortening days portend  
The aged year is near his end. —Bryant.

*Ninth Pupil (showing a dandelion).*—

Dear common flower, that growest beside the way,  
Fringing the dusty road with harmless gold!  
thou art more dear to me  
Than all the prouder summer blooms may be. —Lowell.

*Tenth Pupil.*—My subtle charm is strangely given,

My fancy will not let thee be;  
Then poise not thus twixt earth and heaven,  
O white anemone! —Elaine Goodale.

*Eleventh Pupil.*—

The blossoms and leaves in plenty  
From the apple trees fall each day;  
The merry breezes approach them,  
And with them merrily play. —Heine.

*Twelfth Pupil (showing arbutus).*—Hail the flower whose early bridal makes the festival of Spring. —Elaine Goodale.

*Thirteenth Pupil.*—Remember the elm tree for its significance in the history of our country—one in Cambridge, beneath whose branches Washington took command of the army in 1775; another in Washington, facing the capitol, that was planted by our first president; one in Philadelphia, under which William Penn made a treaty with the Indians.

*Fourteenth Pupil.*—

Yes, sing the song of the orange tree,  
With its leaves of velvet green;  
With its luscious fruit of sunset hue,  
The fairest that ever was seen;  
The grape may have its bacchanal verse,  
To praise the fig we are free;  
But homage I pay to the queen of all,  
The glorious orange tree. —Hoyt.

*Fifteenth Pupil.*—

Oh! the roses and lilies are fair to see,  
But the wild bluebell is the flower for me.

—Meredith.

*Sixteenth Pupil.*—Lowell calls our attention to the pine for its literary value, as "the mother of legends."

*Seventeenth Pupil.*—

The buttercups, bright eyed and bold,  
Hold up their chalices of gold  
To catch the sunshine and the dew.

—Julia C. R. Dorr.

*Eighteenth Pupil.*—Contrast the poplar with the willow. The first lifts up its boughs and gives no shade nor shelter. The other, the higher it soars the lower its bows droop.

*Nineteenth Pupil.*—

The lily of the vale, of flowers the queen,  
Puts on the robe she neither sew'd nor spun.

—Bruce.

*Twentieth Pupil.*—

Here's flowers for you.  
Hot lavender, mints, savory marjoram;  
The marigold that goes to bed with th' sun,  
And with him rises weeping. —Shakespeare.

*Twenty-first Pupil.*—

The violet's charm I prize indeed,  
So modest 'tis and fair,  
And smells so sweet.

—Goethe.

*Twenty-second Pupil.*—

Fragrant o'er all the western groves  
The tall magnolia towers unshaded. —Brooks.

*Twenty-third Pupil (holding garland of roses).*—

White with the whiteness of the snow,  
Pink with the faintest rosy glow,  
They blossom on their sprays.

*Twenty-fourth Pupil.*—

Maple tree! Maple tree! none can compare with thee!  
Sipping earth's nectar to sweetness impart.

—Holbrook.

*Closing song by the school.*

(Let a few chosen voices sing with expression the first half of the fourth line, and the second half be repeated louder by the entire school.)

## Arbor Day Selections.

Collected by CLARA GROSSMAYER.

"The oak, upon the windy hill,  
Its dark green branches upward heaves—  
The hemlock broods above its rill,  
Its cone-like foliage darker still,  
Against the birch's graceful stem;  
And the rough walnut-bough receives  
The sun upon its crowded leaves,  
Each colored like a topaz gem."

"Each wooded island  
Bears aloft its tuft of trees,  
Touched by the pencil of the frost,  
And with the motion of each breeze,  
A moment seen—a moment lost—  
Changing and blent, confused and toised,  
The brighter with the darker crossed,  
Their hues and tints of beauty glow  
And tremble in the sunny skies,  
As if from waving bough to bough,  
Flitted the birds of paradise."

"Deep in the forest was a little dell,  
High over-arched with leafy sweep  
Of a broad oak, through whose gnarled roots there fell  
A slender rill that sung itself asleep.  
Where its continuous toil had scooped a well  
To please the fairy-folk; breathlessly deep  
The stillness was, save when the dreaming brook  
From its small urn a drizzly murmur shook."

The wooded hills sloped upward all around  
With gradual rise, and made an even rim,  
So that it seemed a mighty casque unbound  
From some huge Titan's brow to lighten him,  
Ages ago, and left upon the ground  
Where the slow soil had mosed it to the brim,  
Till after countless centuries it grew  
Into this dell, the haunt of noon-tide dew.

Dim vistas, sprinkled o'er with sun-flecked green,  
Wound through the thick-set trunks on every side,  
And towards the west, in fancy might be seen  
A Gothic window in its blazing pride,  
When the low sun, two arching elms between,  
Lit up the leaves beyond, which, autumn-dyed  
With lavish hues, would into splendor start,  
Shaming the labored panes of richest art."

—James Russell Lowell.

(A Legend of Brittany.)

"Without the wall a birch tree shows  
Its drooped and tasseled head;  
Within, a stag-horned sumach grows  
Fern-leaved, with spikes of red."

THE ASPEN TREE.

Why tremble so, broad aspen tree?  
Why shake thy leaves ne'er ceasing?  
At rest thou never seem'st to be,  
For when the air is still and clear,  
Or, when the nipping gale increasing,  
Shakes from thy boughs soft twilight's tear  
Thou tremblest still, broad aspen tree,  
And never tranquil seem'st to be.

—Doane.

"When you look upon the rough bark of the oak, forget not  
he strong, true heart within."

With silent grace, the trees in my garden invite the weary  
traveler to enjoy their gentle hospitality.

"The woods shall wear their robes of praise,  
The south-wind softly sigh,  
And sweet, calm days in golden haze  
Melt down the amber sky."

As the tree lifts its head in grateful love to the sun, even so it  
spreads its leafy arms in silent benediction over man.

"Shine, radiant sun, and linger, soft June skies,  
Blow, balmy breeze, stay, golden butterflies.  
With joy and love, let finch and blackbird sing  
Their merry welcome to the new-born spring."

THE CHILD TO THE VIOLET.

Oh little violet, frail and fair  
Tell me why you're hiding there  
Let me take a peep at you,  
Come now, little Violet do.

You are as blue as blue can be—  
That is, all that I can see.  
I won't hurt you, just step out,  
Look at the other flowers about.  
You are lazy; don't say no,  
For the daisy told me so.  
Oh, you naughty naughty flower!  
Hiding off there in your bower,  
I shall see you yet some day,  
When I come out here to play.

—*Harper's Young People.*

"They smilingly fulfill  
Their Maker's will  
All meekly bending 'neath the tempest's weight;  
By pride unvisited,  
Though richly raimented  
As is a monarch in his robes of state."

#### AN APRIL FOOL.

O silly Violet!  
To think that Spring was tapping at your latch:  
Her fingers smell of flowers; did you know it?  
Her pretty voice is like the rain on thatch—  
The tinkling rain, with never a wind to blow it!

Incautious Violet!  
You sprang from out your bed in such a hurry,  
Tied on your cap and laced your kirtle blue,  
Opened the door, all bright with joyful flurry,  
And there stood naughty March awaiting you!

Poor foolish Violet!  
Mischievous March, who loves to fool and tease,  
To tickle flowers with hand all chilly fingered,  
Nip them and pinch, and make them shrink and sneeze,  
And wish that they in the warm earth had lingered.

Misguided Violet!  
The moment that he saw you standing there,  
He seized and pulled and roughly dragged you out  
Out of the door into the frosty air;  
And "April Fool!" he cried with laugh and shout.

Dear little Violet!  
The tears are standing in her blue, blue eyes,  
Next time my little one must be more wary,  
Keep fast her door, lie still, refuse to rise,  
And wait the summons of the April fairy.

#### BEAUTY EVERYWHERE.

There is beauty in the forest,  
When the trees are green and fair;  
There is beauty in the meadow  
Where wild flowers scent the air;  
There is beauty in the sunlight,  
And the soft blue sky above;  
Oh, the world is full of beauty  
When the heart is full of love,

—*W. L. Smith.*

Let them but blossom and sing,  
Blithe as the orchards and birds  
With the new coming of spring.—*Lowell.*

#### AN APPLE ORCHARD IN THE SPRING.

Have you seen an apple orchard in the spring?  
In the spring?

An English apple orchard in the spring?  
When the spreading trees are hoary  
With their wealth of promised glory,  
And the mavis sings its story  
In the spring.

Have you plucked the apple blossoms in the spring?  
In the spring?

And caught their subtle odors in the spring?  
Pink buds pouting at the light,  
Crumpled petals baby white,  
Just to touch them a delight—  
In the spring.

Have you walked beneath the blossoms in the spring?  
In the spring?

Beneath the apple blossoms in the spring?  
When the pink cascades are falling,  
And the silver brooklets brawling,  
And the cuckoo bird soft calling,  
In the spring?

If you have not, then you know not, in the spring,  
In the spring.

Half the color, beauty, wonder of the spring,  
No sweet sight can I remember

Half so precious, half so tender,  
As the apple blossoms render  
In the spring.

—*William Martin.*

#### THE DANDELION.

##### THE HAPPY SPRING TIME.

There's something in the air,  
That's new and sweet and rare,—  
A scent of summer things,  
A whirr as if of wings.

There's something too that's new  
In the color of the blue  
That's in the morning sky  
Before the sun is high.

And though on plain and hill  
'Tis winter winter still,  
There's something seems to say,  
The winter's had its day.

And all this changing tint,  
This whisp'ring stir and hint  
Of bud and bloom and wing  
Is the coming of the spring.—*Belford's Annual.*

The gorse is yellow on the heath,  
The banks with speedwell flowers are gay,  
The oaks are budding; and beneath  
The hawthorn soon will bear the wreath,  
The silver wreath of May.

—*Charlotte Smith.*

#### THE ROBIN'S APOLOGY.

When spring comes, in the garden,  
The robin sings this song:  
"I really beg your pardon for staying quite so long

If you would know the reason:

Whichever way I flew,  
I met a backward season,  
That kept me backward too."

—*Harper's Young People.*

Of all trees, no other unites in the same degree, majesty and beauty, grace and grandeur, as the American elm. \* \* \* Their towering trunks, whose massiveness well symbolizes Puritan inflexibility; their over-arching tops, facile, wind-borne, and elastic, hint the endless plasticity and adaptableness of this people; and both united form a type of all true manhood, broad at the root, firm in the trunk, and yielding at the top, yet returning after every impulse into position and symmetry.—*H. W. Beecher.*



#### "Rich Man, Poor Man, Beggar Man, Thief."

Our dear little lass got ready for school  
In her just finished gown so new;  
It had puffed up sleeves, and a ruffled skirt,  
And its colors were white and blue.

With a happy look on her fair, young face,  
And humming the chickadee song,  
She threw back kisses for mother to catch,  
And went skipping, hopping along.

With sorrowful face, and eyes full of tears,  
At luncheon-time homeward she ran,  
And sobbed out, "O mamma, please take off this gown  
As quick as you possibly can!"

"Why, what is the matter, dear child?" she asked;

"Has it come already to grief?"

"The buttons! the buttons! The school-girls say  
They count up I'll marry a thief!

"It's 'rich man, poor man, beggar man, thief,'

You didn't put on but just four:

I want to be rich, but I can't unless

You'll put on one button more—

"Then it's 'rich man' again; don't you see, mamma?

And when all happens for true,

I'll buy the loveliest things in the stores,

And have them sent home to you."

How foolish it seemed! and yet dear mamma

Sat down with her needle and thread,

And put one more button on to the gown,

Just because of what those girls said.

—*Susan Teall Perry.*





## The City of Washington.

By ADELAIDE CLEMENTS.

Washington is one of the loveliest and grandest cities in the world with its fine arrangement of streets, avenues, squares, parks, and public reservations.

All the thoroughfares are broad, clean, and beautifully shaded in summer by a great variety of fine trees. On many of the streets the boughs of the trees touch, forming a perfect arch of shade from one end of the square to the other. The majority of the streets and avenues are paved with concrete or asphalt.

The lovely parks make the city especially attractive. They are numerous and well kept. Some are rectangular in shape and occupy a whole square, while others are triangular, occupying the spaces formed by the avenues crossing the streets. They are summer resorts for the majority of the city's inhabitants, and are veritable flower gardens from early spring when the crocus, tulip, and hyacinth come forth in all their glory and beauty, until after the gorgeous chrysanthemum show in the fall, which raises our admiration to its highest pitch. In a great many of these parks are statues of noted men and in others, lovely fountains.

Looking from the front windows of the White House, over the lawn and across Pennsylvania avenue, is seen Lafayette square. It is a government reservation of about seven acres, containing many ancient trees, beautiful lawns, and lovely flower beds. Each spring a large number of flowering plants are set out, including many choice varieties of foreign growth. There are numerous benches all through this park and in fine weather they are seldom without occupants.

In the center of this park is found an equestrian statue of Gen. Andrew Jackson, the hero of the battle of New Orleans, Jan. 8, 1815. It was designed by Clark Mills, and was cast from brass cannon and mortars captured during Jackson's campaigns and cost \$50,000. Reynolds says that "The spirited pose of the horse, which gives such life to the statue, was an original conception of the artist who devised the plan of placing the hind legs directly below the center of the body, thus securing a perfect balance." Around the white marble pedestal are mounted ancient field pieces.

At the southeast corner of the park is a bronze and marble memorial to commemorate the grateful services of the distinguished Lafayette and the other French officers who helped us in our struggle for independence. Lafayette is represented in the uniform of the Continental Army and America is extending to him the sword. The other figures of the group are Rochambeau, Duportail, D'Estaing, and De Grasse. The whole is the work of Messieurs Falguiere and Mercier.

The park extends north to H street, on which are situated St. John's Episcopal church which was built in 1816, and, next to Christ church, (1795) near the navy yard, is the oldest in the city. Many of the presidents have attended service there. Arlington hotel, the annex of which for more than twenty years was the home of Charles Sumner. The Corcoran house, the home of the late W. W. Corcoran, the city's great philanthropist, was at one time the residence of Daniel Webster, and is now occupied by Secretary Brice and family. It is said that the Ashburton Treaty was discussed and practically concluded in this house. Next to the Corcoran house is the home of Senator Lamont, formerly the home of Senator Stockton, and before him the residence of the British Minister Thornton.

On the east side of the park, at the corner of H street and Madison place, is the scientific Cosmos club, formerly the home of Dolly Madison. After her death it was occupied by Admiral Wilkes, until the Civil war, when it became the headquarters of Gen. McClellan. On the corner opposite is situated The Washington City Free Library, which was opened January, 1896, and is very largely patronized. On this side of the park is also found the Lafayette Square opera house, which occupies the plot of ground on which stood the home of Henry Clay. It passed into the hands of Commodore Rodgers, who rebuilt it. It was one time used as a club house, then occupied by Secretary of Treasury, R. B. Taney, who was followed by Secretary Paulding, of the navy, then by Secretary of State Wm. H. Seward, who came near meeting a tragic end in one of the upper rooms on the night of April 14, 1865. Our illustrious statesman James G. Blaine was the next and last occupant of this house. He died in 1893 in the same room in which Secretary Seward was attacked.

In front of this historic house, during the year 1859, Daniel E. Sickles shot and killed Philip Barton Key as he stepped from the door. Sickles was tried in the District court house for murder and was acquitted.

On the west side of the park at the corner of H street and Jackson place is the residence of Gen. Beale. It was built in 1819 by Commodore Decatur and has been occupied by Henry Clay, Martin Van Buren, and Edward Livingston during their terms as secretary of state. It has also been the home of the French, English, and Russian ministers.

No park in the city is surrounded by such historical places or nearly so many notable residences and public buildings.

## Hard Times and Better Times.

(FOR DECLAMATION.)

This nation spends \$1,800,000,000 a year for "drink" and tobacco, and less than half that for bread, meat, and education all together; and statesmanship is fairly apoplectic trying to explain the "hard times." I have no such difficulty; I take from my pocket this well-worn copy of King James' Version of God's Constitution of the United States and read the memorandum of the wise man, confirmed by the trial of three thousand years. "The drunkard and the glutton shall come to poverty." Business does not need money so much as the world needs honesty. What will you do for the country? Give it more gold and it will buy more champagne. Give it more silver and it will buy more beer. The returns of the department of internal revenue show that the first trade to feel the return of prosperity is the saloon.

Let us reduce the question to its simplest form. Here is a man who spends his whole income every year—one third for bread, meat, and education; two-thirds for "drink" and tobacco, and he feels the pinch of hard times; his children are in rags, his wife in calico, his mother in tears, his friends in despair. He keeps low company, wastes his time, wrecks his health and breaks his word. What ails him? He is a drunkard, a liar, a failure. What will you do for him? Increase his income? Decrease his competition? Will you tell him that his trouble is due to the unequal value of gold and silver? Will you tell him that what he needs is a protective tariff on the goods he makes?

You may do what you will with the tariff, reform the finances exactly to your liking, introduce ballot systems and law enforcement leagues, you may kill off Tammany Hall and shake off the bosses, but this country will never be saved but by the enthronement of Jesus in the politics of the republic, and His coronation by the Christian voters as the "King of kings and Lord of lords;" it is for that we must labor.

If in some arctic midnight, an Eskimo skeptic should be born and come to mature mental stature before the dawn, and some prophetic, wakeful soul, who had seen the transfiguration glory of many a daybreak, eager for the morning, should cry out: "Listen, there are strange sounds among the boughs of the pine trees; I hear the palpitating of unseen wings; expectant birds are flying to the eastward ridges to sing when God brings forth the light; and see, there is a glow upon the tops of the eastern icebergs! It will be day by and by!" He would answer, "Peace, fool! you are talking in your sleep! You waste emotion; you throw enthusiasm away. There is a grayish halo on the icy mountain tops, but it is only some freak of the Aurora Borealis; see, even now it fades, and if it did not fade what would that sickly gleam amount to in this pitch dark universe? When did any dawning ever come over those frost bound cliffs? You may improve the darkness but night is our destiny; crawl back into your hut, and fill your lamp with new fat and mend the wick."

But what would he say when he saw the bent bow of the sun advancing up the horizon, shooting billions of white-hot golden arrows every instant, and sweeping all before him to the zenith, there receiving the submission of the four quarters of the earth and all the sky.

What could he say? Noon is the judgment of the fanatic pickets of the morning. There is no argument about the noon.

It is now the darkest hour of the night of civic degradation; the stars hang upon the freezing sky like distant icicles from the dome of some shelving glacier, and the horizon line shuts down purple and rigid as the lips of the dead.

But look up by faith, the sun will rise and with every banner waving, center, wings, and flank, mount to the meridian. To faith's clear eye, the world's crosses cast no shadows; it will be light everywhere. The social quagmires shrink away, appalled and stagnant, and the very leaves of the tree of life, that are for the healing of the nation, seem whispering to one another: "It is noon, it is the judgment of the morning and from it there is no appeal."—John B. Wooley.

### Florida Travel.

For the last ten days the tide of travel has turned toward Florida, Aiken, Augusta, and Western North Carolina. The superb service offered to winter travel this season by the Southern Railway has induced many to visit the charming resorts of the South which are so easily reached in such a short time. The New York and Florida Limited leaves New York daily except Sunday, at 12.10 noon—a most magnificent Pullman vestibuled train of Dining, Stateroom, and Drawing Room Compartment, Sleeping, Library, and Observation cars, reaching Jacksonville the following afternoon at 3.30, and St. Augustine one hour later, 4.30.

The schedules are so arranged this winter to give the Florida travel a "limited" train from the East to St. Augustine, reaching its destination before night, attached to the New York and Florida Limited, and a Pullman Drawing Room and Sleeping Car, New York to Augusta, which arrives at latter point following morning at 11.20 after leaving New York. Connections are also made at Trenton for Aiken—a few minutes' ride. Two other fast trains are operated to Florida, Aiken, Augusta, New Orleans, and the Pacific Coast, with through Sleeping Car service. For information, call or address New York office, Southern Railway, 271 Broadway.



## Literary Notes.

In the Half Moon series of papers on historic New York, edited by Maud Wilder Goodwin, Alice Carrington Royce, and Ruth Putnam, is included one on *King's College, now Columbia University*, by John B. Pine. It is an interesting narrative of the development of this famous institution.

The *North American Review* for February opens with a remarkably interesting article from the pen of the Hon. Hannis Taylor, United States minister to Spain, on the "Powers of the French President." In "The New Epoch and the Carrency," George S. Morison compares the condition under which we live with those under which the republic was born. The Hon. John Barrett writes upon "The Cuba of the Far East," portraying the manners and customs of the inhabitants of the Philippine islands, at present in rebellion against Spanish domination. In "Will the South be Solid Again?" Mr. Marion L. Dawson discusses a political problem of much interest. A timely paper of absorbing practical interest on "South Africa and Its Future," by John Hays Hammond, deals fluently with that important section of the globe.

The publishers of *The Ladies' Home Journal* call attention to their "Literary Bureau and Book Club." The literary bureau answers by letter all sorts of inquiries about books and authors. The book club is an outgrowth of the literary bureau.

The National Armenian Relief Committee recently forwarded to Turkey \$35,000. They have just received a cable message acknowledging the remittance, and stating that the funds in hand are entirely inadequate to meet the awful suffering and destitution, and that careful investigation has shown that not less than 40,000 children have been made orphans by the late massacres. These "Wards of Christendom" can be easily saved from starvation or debasing enslavement in Moslem homes, and can be cared for at the rate of a dollar a month, but thousands will perish before spring unless generous gifts are sent at once to Brown Brothers & Co., 59 Wall street, New York, who are the authorized treasurers.

*Easy Problems in Arithmetic*, by Elizabeth T. Mills, has been issued by Silver, Burdett & Co. This book, which has been skilfully prepared by a teacher of large experience, furnishes a series of practical, well-graded problems in all the principal divisions of arithmetic, and is to be used as supplemental to the regular text-books.

*A Siren's Song*, by Susie Lee Bacon, is a love story located at the South. (Charles H. Kerr & Co., Chicago.)

A pamphlet on *Mensuration* has been prepared by Henry G. Williams, of Lynchburg, Ohio. Price, 10 cents.

The handy volumes comprising the Temple Shakespeare Series will certainly tempt the book buyer. The *Venus and Adonis* and *Rape of Locrine* are the two latest volumes. (The Macmillan Company. 45 cents.)

There is no lack of fiction in these days, as is evidenced by *Phyllis of Phillistia* by Frank Frankfort Moore. It is of a class of books that aim to excite interest, conclusions, no matter how,—religion, the martial relations, all are mixed up any how to force the reader on. The aim of the book is not for the elevation of the reader, nor for an amusement that leaves him no worse off. Of course there are and will be those who demand such volumes, but how far they are from David Copperfield or Jane Eyre. (Cassell Publishing Co.)

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The story entitled *St. Ann's*, by W. E. Morris, is in many ways an interesting one; while not deep it presents its characters with cheerfulness and confidence, and they play their parts reasonably well. The reader is not sorry to have spent the time over it. (The Cassell Publishing Co.)

*The Boy Captain* is the title of a sea story by Captain Nautilus. (C. Eldridge, Chicago)

Ginn & Co. will have ready in April *Stories from English History*, edited by Albert F. Blaisdell. This little book is intended for a supplementary reader for boys and girls from ten to twelve years of age. It consists of about forty of the most graphic and interesting events in English history, from the earliest times to the present day, carefully edited and rewritten from standard writers. The material has been arranged in the form of stories written in an easy and familiar style.

It takes a stout heart to prolong the life of a character of Sir Walter's in a modern tale, and above all to choose Quentin Durward! But this has been done with so winning a boldness by the author of *Master Beggars* that his book will be virile nourishment to the jaded appetite of the habitual reader of homespun tales. The illustrator is W. Cubitt Cook. The author is L. Cope Cornford. The publisher, J. B. Lippincott Company—an apt partnership.

The exclusive right of serial publication in America of the last of Robert Louis Stevenson's masterpieces in romantic fiction—*St. Ives: The Adventures of a French Prisoner in England*—was purchased shortly after Stevenson's death, of his executor by *McClure's Magazine*; and the first installment will appear in the March number of that periodical.

The *March Century* is an "Inauguration Number," devoted especially to articles on life in the White House and at the Capital, illustrated with a great number of interesting pictures, including two new portraits of Major McKinley and one of President Cleveland at his desk,—all from photographs taken especially for *The Century*. A large edition will be printed. The interest in *The Century's* serials, "Campaigning with Grant" and "Hugh Wynne, Free Quaker," is so great that both the January and February numbers went out of print almost immediately upon issue.

President David Starr Jordan contributes to Appleton's *Popular Science Monthly* for March an article on "The Stability of Truth," in which he opposes the contention of Salisbury, Balfour, and Haeckel that "belief" may rest on foundations unknown to "knowledge," and so resting may furnish additions and revisions to science.

Houghton, Mifflin & Co. will issue, the latter part of February, a book of remarkable importance, *The Liquor Problem, in its Legislative Aspect*. It is the popular statement of the results of a very careful investigation of the working of prohibitory and license laws of various kinds in Maine, Iowa, South Carolina, Massachusetts, Ohio, Indiana, Pennsylvania, and Missouri. This investigation was made by experts under the direction of Presidents Eliot and Low, and James C. Carter, a sub-committee of the Committee of Fifty, which has undertaken the problem of the drink question.

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Ex-President Harrison has written of "A Day With the President at His Desk" for the *March Ladies' Home Journal*. The article is said to be singularly interesting in the detail with which it describes the wearisome routine of the president. It is said that General Harrison, in this article, has delivered himself with great directness and vigor, relative to the annoyances that are visited upon a chief executive by persistent office-seekers, and he suggests a unique plan, by which the president's burdens in that direction could be greatly lightened, and he be enabled to devote more attention to more important matters. A feature of the article that will have a timely interest to those ambitious to serve the country under the incoming administration, describes very fully how the president makes appointments to office.

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The next California tour of the Pennsylvania Railroad will leave New York and Philadelphia by special train of Pullman palace cars February 24, visiting the great Mammoth Cave and stopping at New Orleans during the Mardi Gras Carnival. Four weeks will be allowed on the Pacific Coast, and two days will be spent on the return trip at Colorado Springs and the Garden of the Gods. Stops will also be made at Salt Lake City, Denver, and Omaha. This is one of the most delightful and complete tours ever planned.

Tickets, including railroad transportation, Pullman accommodations (one double berth), meals en route, carriage drives, and hotel accommodations going and return, and transportation in California, will be sold at rate of \$350 from all stations on the Pennsylvania Railroad System east of Pittsburgh.

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